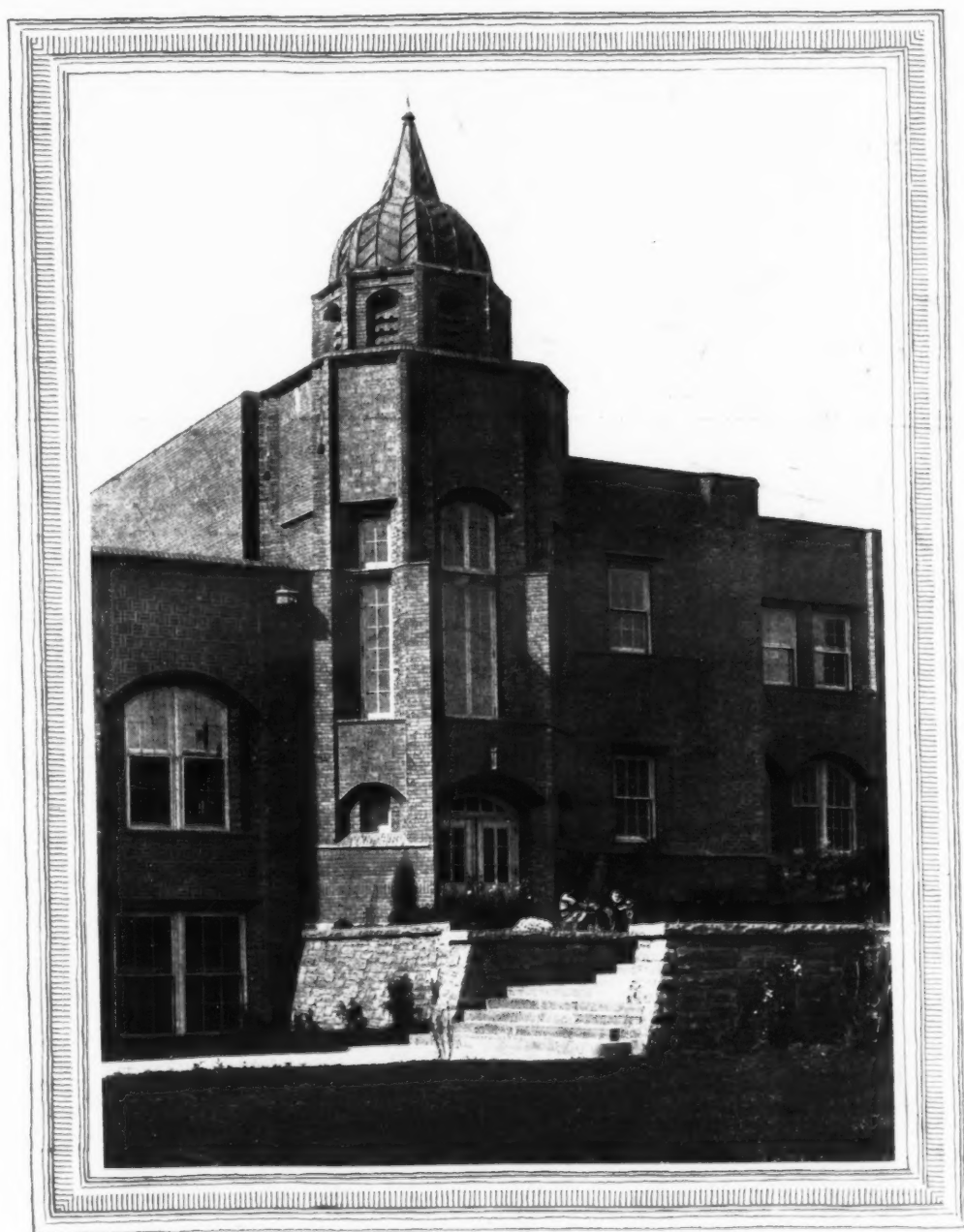


DEC 4 1930

THE AMERICAN
School Board Journal

A PERIODICAL *of* SCHOOL ADMINISTRATION



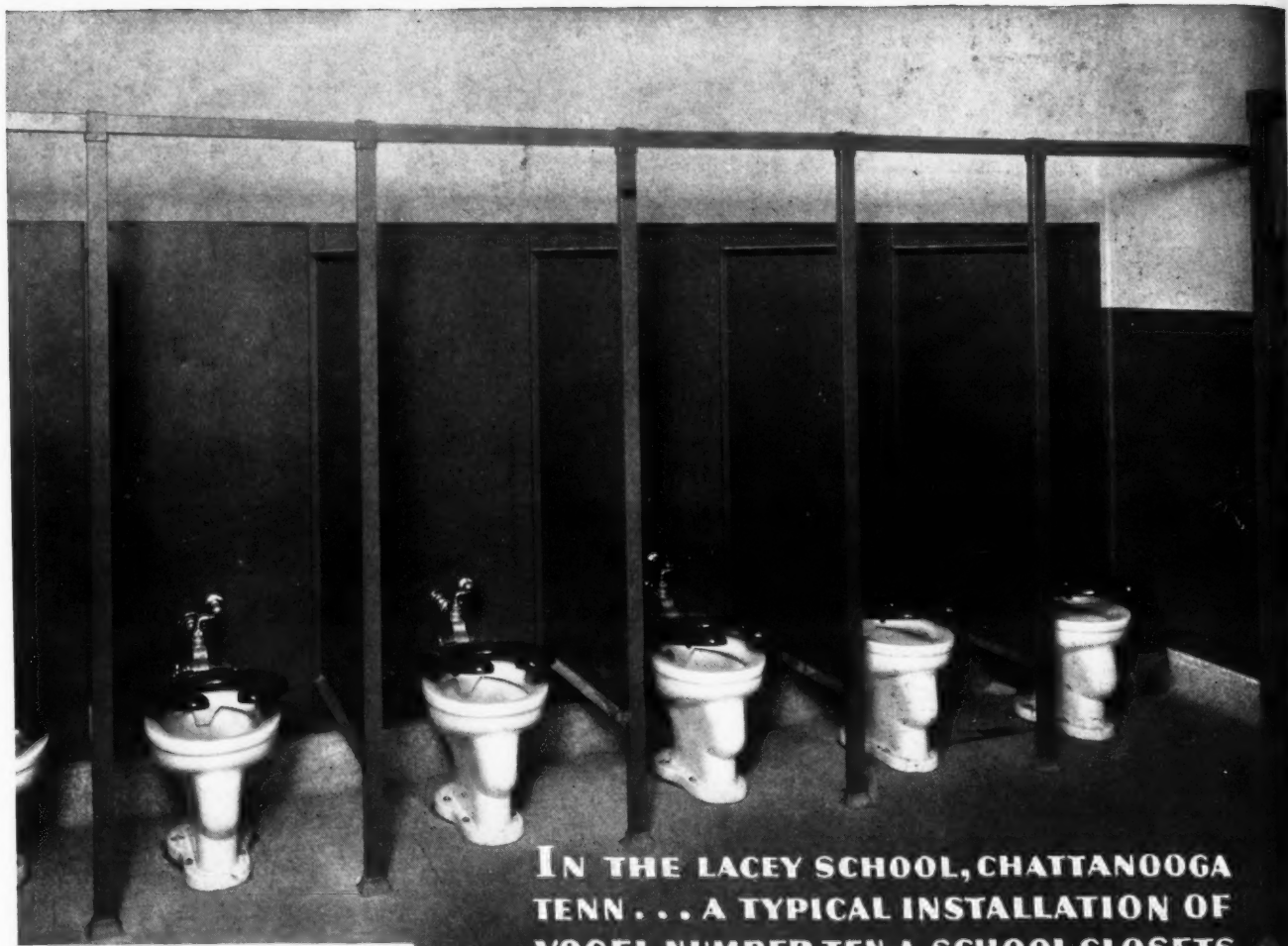
December 1930

The Bruce Publishing Company

New York

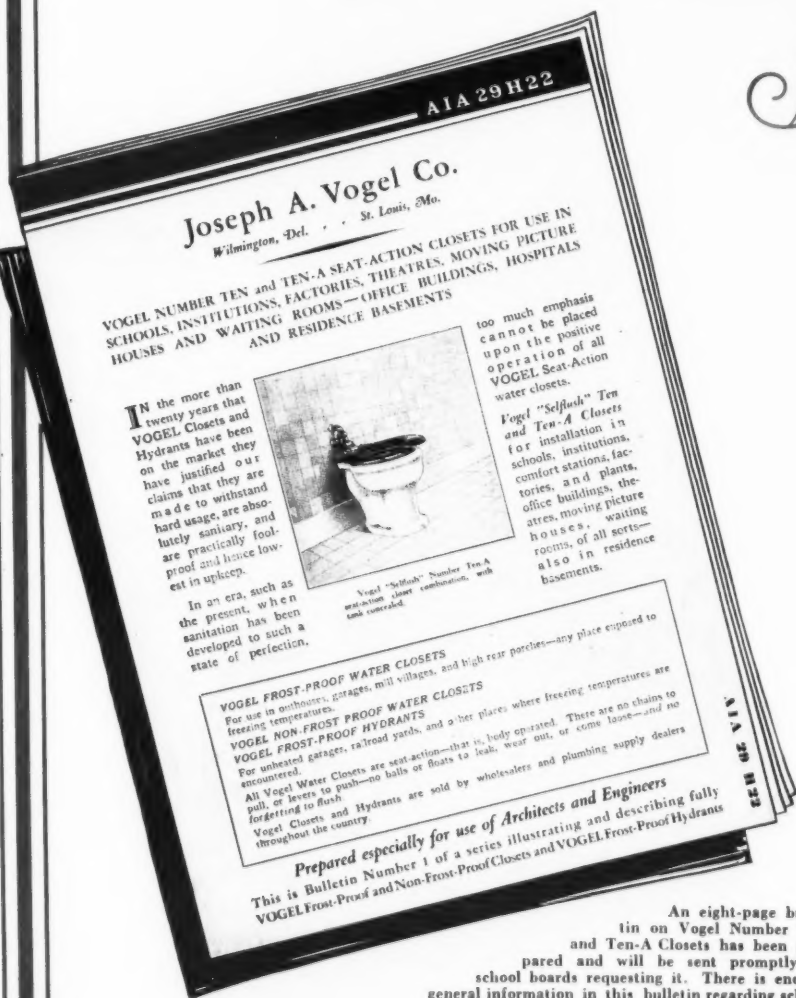
Milwaukee

Chicago



ARCHITECT . . .
William Crutchfield
PLUMBING CONTRACTOR . . .
Rubin Harris, Brainerd Plumbing Co.

IN THE LACEY SCHOOL, CHATTANOOGA
TENN. . . A TYPICAL INSTALLATION OF
VOGEL NUMBER TEN-A SCHOOL CLOSETS
THE TANKS ARE CONCEALED BEHIND THE WALL



SCHOOLS ARE TURNING TO VOGEL NUMBER TEN OR TEN-A CLOSETS

Here's why:

VOGEL CLOSETS are seat-action. Children cannot forget to flush them. They are economical in their use of water, using less than four gallons to flush, and the valve is so constructed that it will never get out of order, and will operate for years without even a washer being renewed. In addition, there are no balls or floats to leak and require replacing, and no delicate mechanism to cause trouble.

These were some of the deciding factors in the installation of **VOGEL** Number Ten-A Closets in the Lacey School, Chattanooga, illustrated on this page.

JOSEPH A. VOGEL CO.

Wilmington, Del.

St. Louis, Mo.

VOGEL
PATENTED

Products

THE LOGICAL CHOICE . . . NATURAL SLATE BLACKBOARDS

Everlasting !!!

Regardless of hard usage and extreme wear and tear, "Pyramid Brand" Natural Slate Blackboards are always in first-class condition.

Sanitary !!!

"Pyramid Brand" Natural Slate Blackboards are easy to clean at all times—no finish to wear off. They always retain a neat, uniform appearance.

Durable !!!

Natural Slate Blackboards will outlast the most modern, well-built buildings. Generation after generation will constantly use them—without the slightest signs of wear.

Economical !!!

Think of it, Natural Slate Blackboards require no upkeep cost whatsoever—the first cost is the only cost.

Only in "Pyramid Brand" Natural Slate Blackboards will you find such an ideal combination of qualities. They are termed by leading authorities the "perfect blackboards."

Two booklets completely describing NATURAL SLATE BLACKBOARDS . . . specifications . . . data . . . and an interesting story on the quarrying and finishing will be cheerfully mailed you upon request.



NATURAL SLATE BLACKBOARD COMPANY

1240 Robinson Avenue

PEN ARGYL, PA.

BRANCH OFFICES IN ALL PRINCIPAL CITIES

NATURAL SLATE BLACKBOARDS

Lockers

THAT LAST

The "exploded" view below shows the exceptionally rigid construction of BERLOY Steel Lockers.

If you are thinking of buying lockers, study this carefully. Note how strongly the BERLOY is designed, how skillfully constructed.

Not all lockers which look alike are alike. The BERLOY Locker is designed on a thorough knowledge of what is expected of a locker in this field — the hard use it must withstand — and is built accordingly. This accounts for the universal satisfaction they are giving in thousands of schools today.

Remember, your lockers *must last*. It will pay you to get full particulars about BERLOY.

Full information and prices on the BERLOY line may be secured from your local BERLOY representative or by writing The Berger Manufacturing Co., Division of Republic Steel Corporation, at Canton Ohio. Branch Offices at New York, Philadelphia, Boston, Cleveland, Chicago, St. Louis, Minneapolis, Los Angeles and Detroit.



Also desks, files, storage cabinets, shelving.



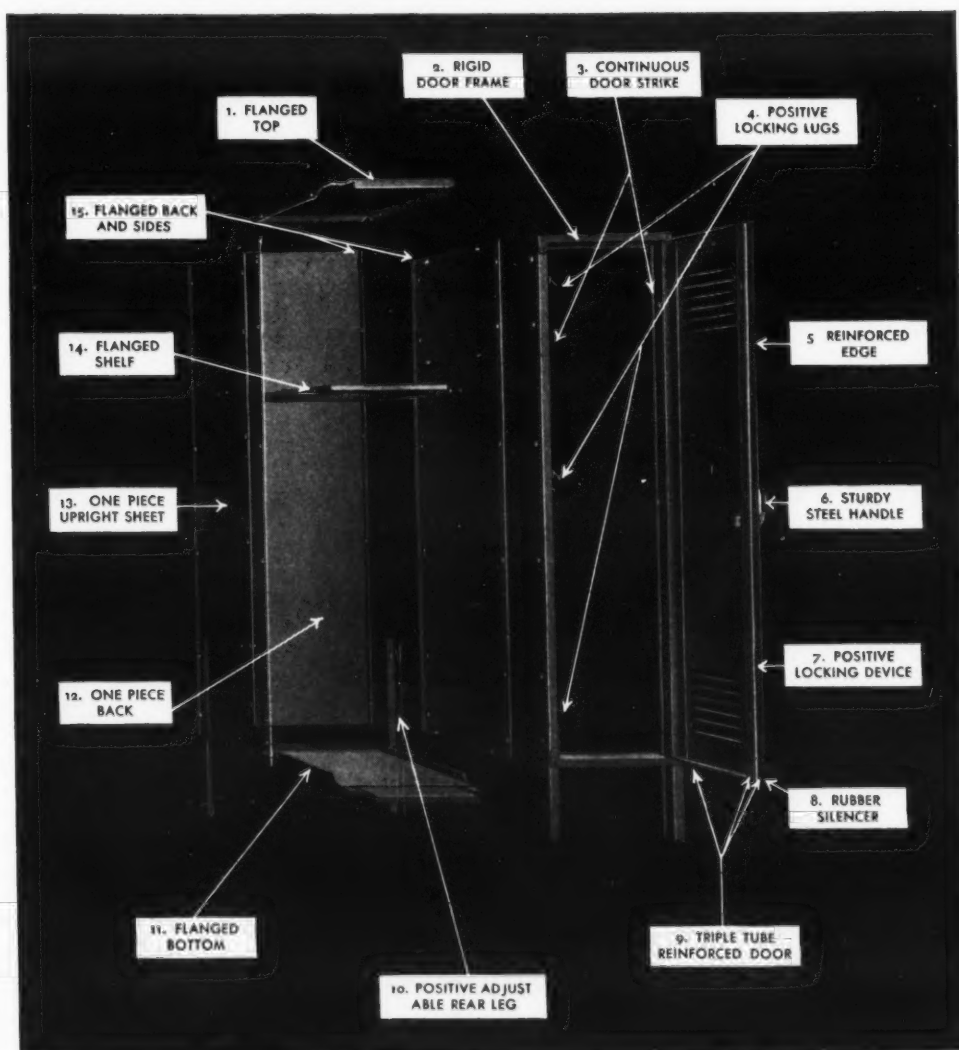
Single-tier standard louver
—the most popular general
purpose locker.



Double-tier standard louver
—a very desirable locker
where space is limited.

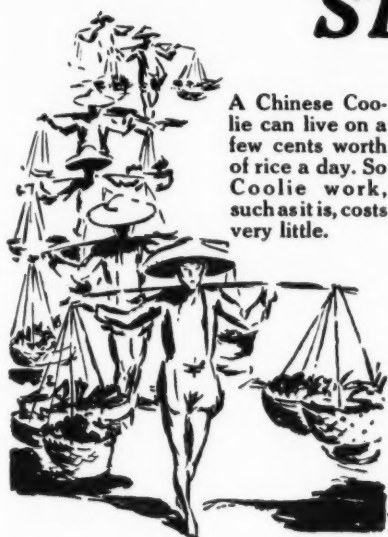


Single-tier full louver
locker—for use where an
extra amount of ventilation
is desired.



KEWANEE

STEEL BOILERS



A Chinese Coolie can live on a few cents worth of rice a day. So Coolie work, such as it is, costs very little.

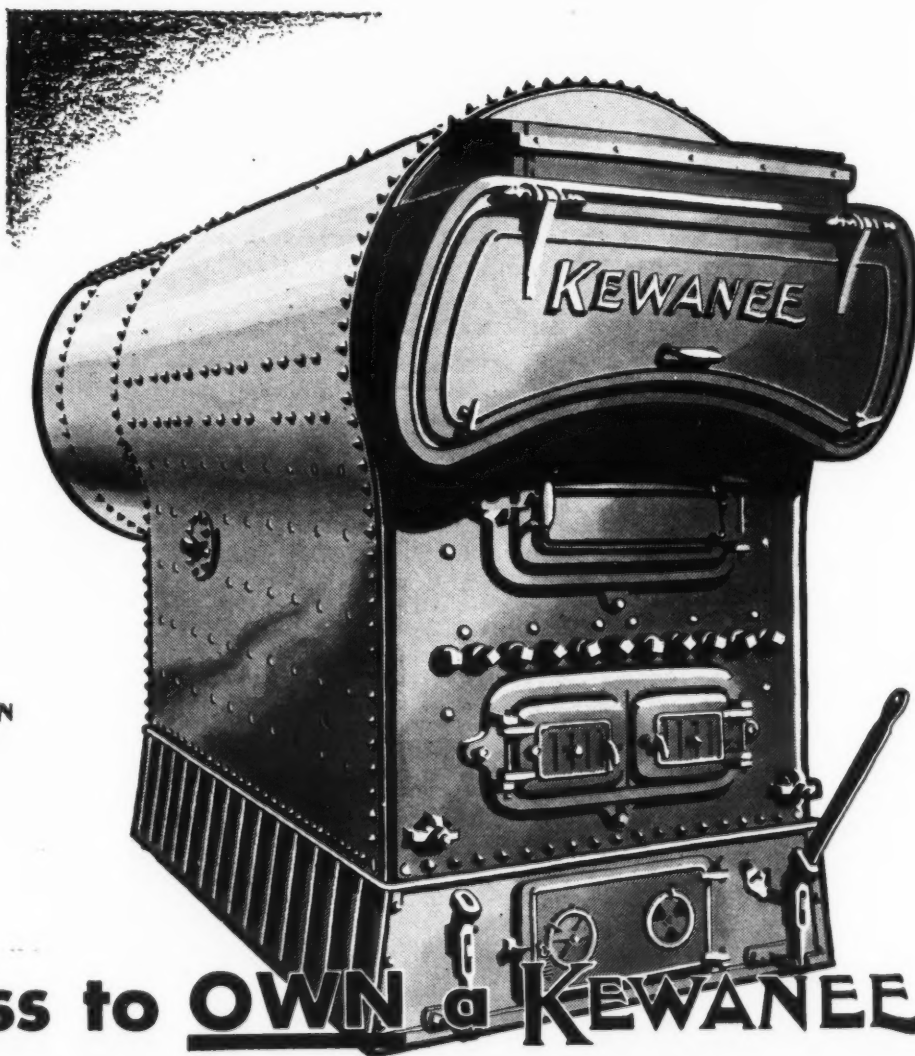
A Kewanee Smokeless Boiler, designed and built by American workmen according to American standards, burns the lowest priced coals (even screenings); and does it very thoroughly. It *lives* on cheap coal yet produces a maximum amount of heat.

This every day fuel saving; plus sturdy steel construction which adds many extra years to the life of a Kewanee; brings its actual cost down to a point that makes it a preferred investment.

If the fuel supply in your city is a problem, investigate the advantages of a Kewanee Smokeless before making a boiler selection.

KEWANEE BOILER CORPORATION
division of American Radiator & Standard
Sanitary Corporation
KEWANEE, ILLINOIS
Branches in Principal Cities

MEMBER OF
STEEL HEATING BOILER INSTITUTE



It Costs Less to OWN a KEWANEE

Von Duprin

Self-Releasing Fire and Panic Exit Latches

Profits from the Superfine

Like other specialties entering into the construction of a school building, panic devices offer the choice of buying an article which is low in first cost or one which is higher priced, but which, because of freedom from maintenance expense, costs far less over the life of the building.

*Sweets
Pages C3130-C3135*

Many men believe that any building except a temporary structure deserves panic devices which are as nearly free as possible from upkeep and repair expense. It is for these men that we make the genuine Type "B" Von Duprins.

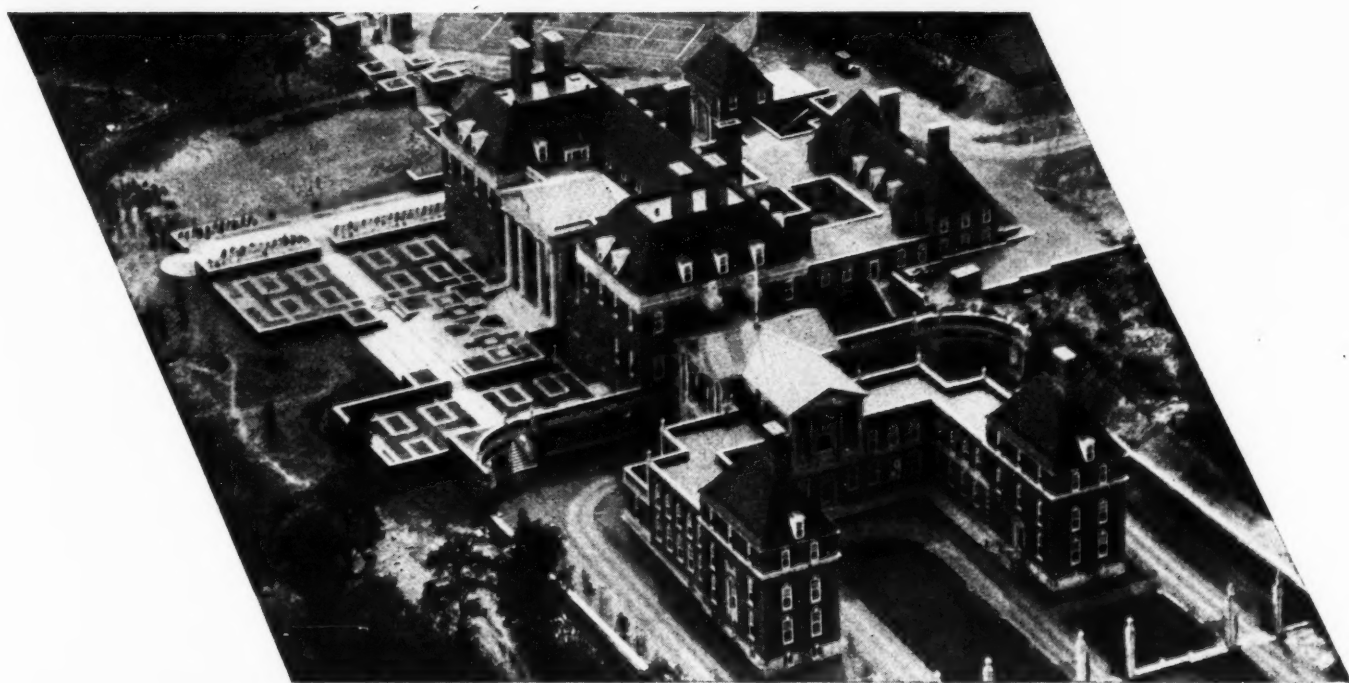
Built with all the skill we have and from the best materials we know, these devices are so strong and so long wearing that maintenance costs are practically unknown. Except in very rare instances, the first cost is the entire cost.

To secure the genuine Type "B" Von Duprins, we suggest that you request your architect to specify them by name, and separately from the finishing hardware.

VONNEGUT HARDWARE CO.
Indianapolis, Ind.

Listed as Standard by Underwriters' Laboratories



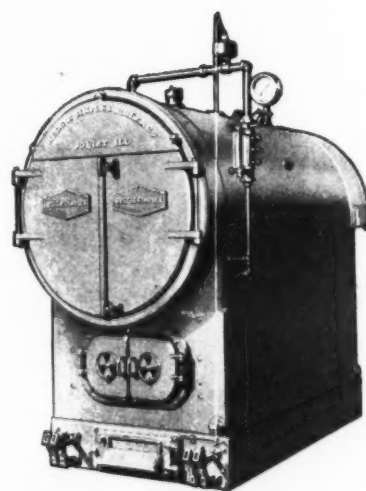


CHOSEN for the New British Embassy in Washington, D.C.

AMONG the prominent Embassy buildings in Washington which are being heated this winter by Heggie-Simplex Steel Boilers is the new palatial residence of Sir Ronald Lindsay, British Ambassador to the United States.

In view of the fact that most of the equipment and materials for this building were imported from England, the selection of Heggie-Simplex Boilers is a noteworthy tribute both to the efficiency of these units and the excellence of American craftsmanship.

The extra large fire-box of Heggie-Simplex Boilers gives fuel more room to burn. There is more heating surface in direct contact with the fire to absorb its radiant heat. Unrestricted water circulation and "rear-front-rear" tubular flues further assure complete utilization of heat units. Electric-welded steel construction prevents cracks and leaks, and minimizes maintenance and insurance charges. For details address Heggie-Simplex Boiler Co., Joliet, Illinois. Representatives in all principal cities.

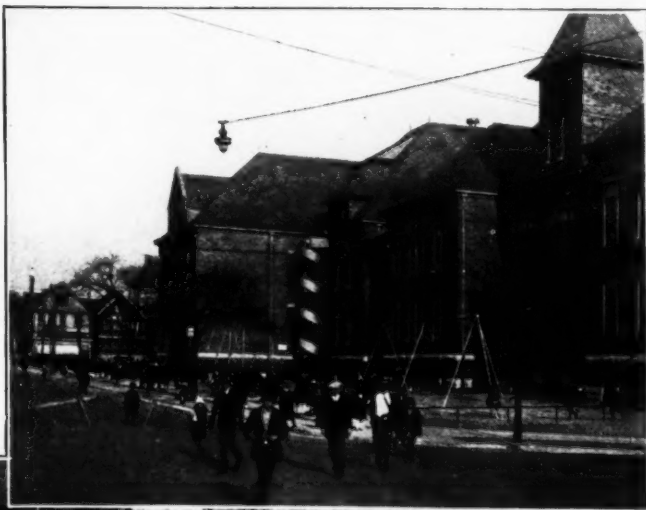


HEGGIE-SIMPLEX

STEEL HEATING BOILERS

How safe are they at recess time?

The open play-ground — here danger threatens!



The fenced playground — here children play in safety!

School board officials are relieved of a great responsibility when they provide fence protection for school playgrounds. For in face of today's traffic conditions, absolute safety for children can be provided in no other way.

Leading schools throughout America are enclosing playgrounds with Cyclone Fence. It keeps children out of danger and protects school property at all times.

Cyclone Fence retains its dignified appearance many years. Built so that top rail will not sag, nor posts lean, nor fabric lose its rigid strength.

You can see for yourself why Cyclone Fence is so outstanding in durability. All parts are made of copper-steel, heavily galvanized. Note the dense, smooth coat of zinc on the fabric—the result of hot-dip galvanizing. No rough spots, no chipped places, no chance for rust to start. Erected on H-column posts — the strongest posts made.

Cyclone Fence is installed by our own trained men. Erection service everywhere. If Cyclone Fence Company is not listed in your phone book, write direct to us.



Cyclone Fence

REG. U.S. PAT. OFF.

CYCLONE FENCE COMPANY

SUBSIDIARY OF
UNITED STATES STEEL CORPORATION

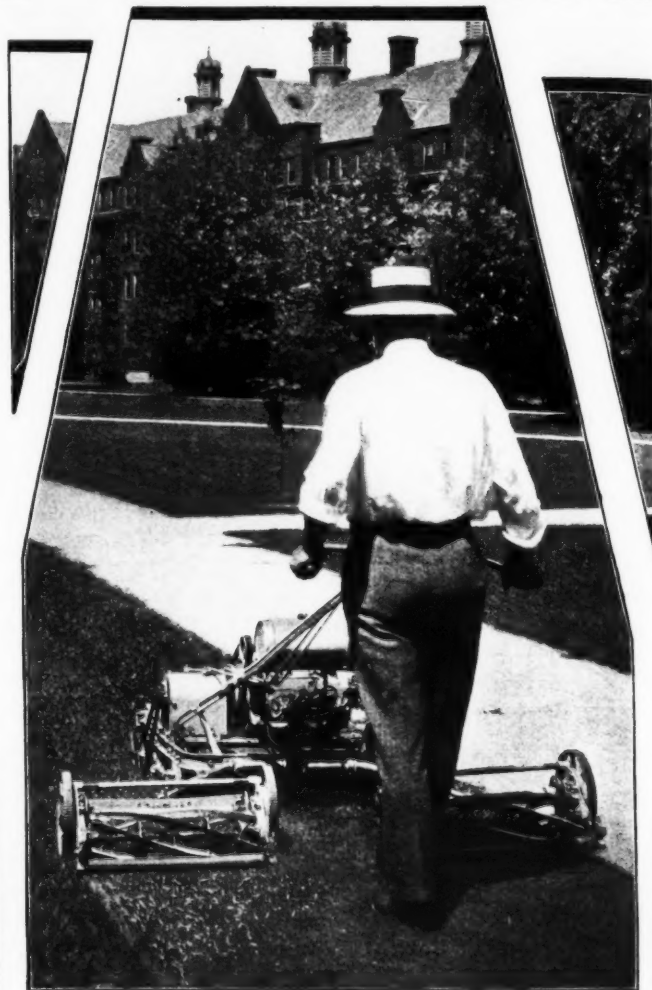
General Offices: WAUKEGAN, ILL.
Branch Offices in All Principal Cities

Pacific Coast Division:
STANDARD FENCE COMPANY, Oakland, Calif.



All chain link fence is not Cyclone. This name plate identifies the genuine Cyclone Fence.

COLDWELL



Above: Coldwell "L-Twin" Motor Lawn Mower and Roller. Mows and rolls simultaneously 4 to 6 acres a day on one gallon of gasoline. With gang units attached, capacity is more than doubled.

Coldwell . . . Dependable Power Lawn Mowers and Rollers

THE choice of America's finest schools and colleges for more than a generation.

This efficient and **DEPENDABLE** equipment not only develops and maintains the lawns but serves also as a power driven roller for the tennis courts and athletic fields.

Finest results at lowest cost — several styles and sizes to select from

Full particulars and name of the nearest Coldwell agency will be sent upon request.

COLDWELL LAWN MOWER COMPANY,
NEWBURGH, N. Y., U. S. A.

In Canada—Taylor-Forbes Co., Ltd., Guelph
Manufacturers of Dependable Lawn Mowers
Hand, Horse, Gasoline, Electric

SERVICE THAT IS WITHIN 24 HOURS OF WHERE YOU ARE

Johnson Service Company maintains thirty branches on the North American continent: one in each of the twenty-five largest and geographically best situated cities in United States, and five likewise in Canada.

Each branch is Johnson Service Company; not an agency, dealer or contractor, but thoroughly *Johnson*.

Every Johnson installation is made by Johnson mechanics under direct supervision of Johnson engineers.

Whatever the requirement, wherever the job is located, Johnson "Service," with direct attention by Johnson Company personnel, is available within twenty-four hours time.

In addition to this immediate service attention, each installation receives Johnson inspection annually.

This indicates the continued interest given by this company in the service of its system and apparatus.

JOHNSON SERVICE COMPANY

149 EAST MICHIGAN

MILWAUKEE, WISCONSIN

Albany
Atlanta
Baltimore
Boston
Buffalo

Chicago
Cincinnati
Cleveland
Dallas
Denver

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St. Louis
Salt Lake City
San Francisco
Seattle

Calgary, Alta.
Montreal, Que.
Winnipeg, Man.
Toronto, Ont.
Vancouver, B. C.

ESTABLISHED 1885



BOSWELL HIGH SCHOOL,
Topeka, Kansas

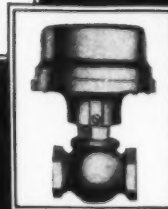
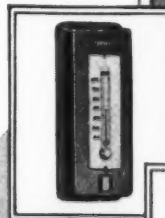
CHAS. D. CUTHBERT, *Architect*
GEO. W. SUTHERIN, *Heating Contractor*

Boswell High School (built in 1922), Topeka, Kansas, is equipped with Johnson Heat & Humidity Control . . .

In rooms which have unit ventilators and direct auxiliary radiation, Johnson Thermostats control the mixing dampers in the unit ventilators and diaphragm valve on the direct radiators. In rooms heated only with direct radiators, Johnson Thermostats control the steam supply to the radiators. The recirculating dampers in the unit ventilators are controlled in conjunction with dampers in roof ventilators, by means of pneumatic switches, located in Boiler Room.

The All-Metal System. The All Perfect Graduated Control of Valves and Dampers.

The Dual Thermostat (Night & Day) Control: Fuel Saving 25 to 40%.



JOHNSON HEAT AND HUMIDITY CONTROL

WINDOWS



IN-SWINGING TYPE
SEALAIR WINDOW



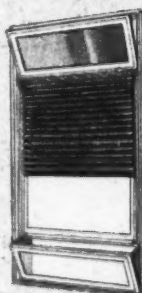
Continuous
Water-proof hinge.
Patents applied for.

VENTILATION

In-swinging Sashes permit controlled ventilation, without unpleasant drafts.

CLEANING

May be washed entirely from the inside.



Application of
shade. Translucent
glass in transom.

INSULATION

When closed, insulation between sash and frame protects against weather.

SAFETY

Difficult for anyone to fall or leap out.

NOISELESS

Sealair Windows will not rattle — operate easily, silently and independently.

Furnished in Bronze, Aluminum Alloy or Steel. All joints strongly welded.

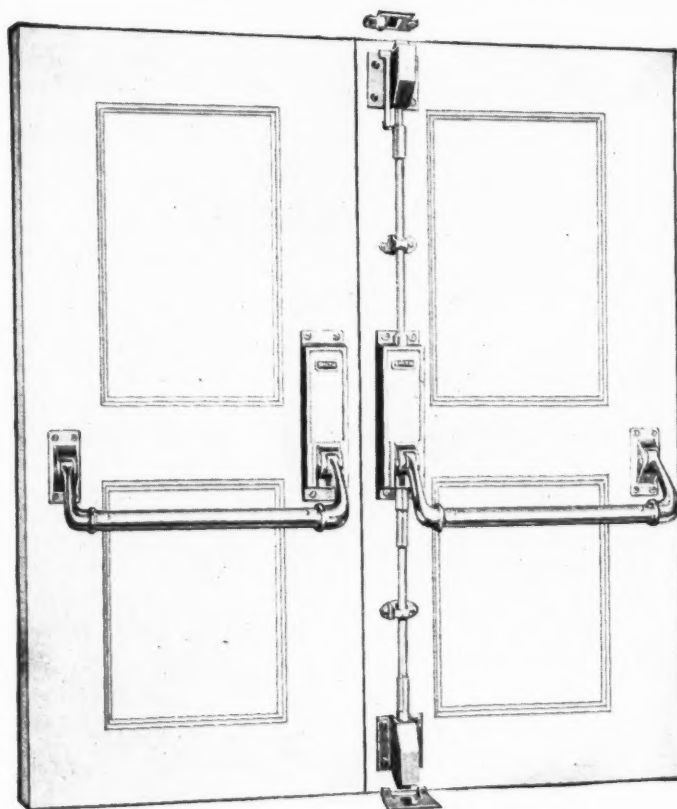
Kawneer
SEALAIR
WINDOWS

THE KAWNEER COMPANY, NILES, MICHIGAN
KAWNEER MFG. CO., BERKELEY, CALIF. (SUBSIDIARY)
Manufacturers of
RUSTLESS METAL STORE FRONTS, WINDOWS AND DOORS

SMITH'S IMPROVED PANIC EXIT LOCKS

NO. 80 LINE

Gravity Panic Exit Bolts



Inside View
Has Outside Trim.

Inside View
No Outside Trim.

Bolts are operated by a slight pressure on the Cross Bar.

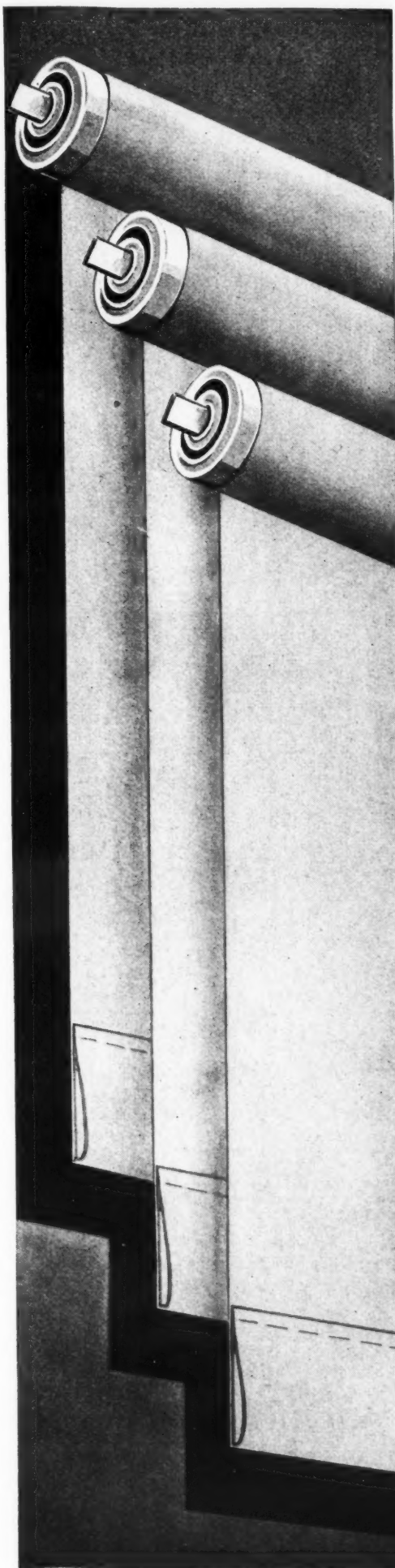
Bolts are not dependent on springs for opening or closing operation.

Simple but sturdy in construction and easily installed.

Will operate perfectly in connection with standard makes of door closers.

Catalogue No. 30 with Supplement "A" sent on request.

Manufactured by
THE STEFFENS-AMBERG CO.
260-270 Morris Ave.
NEWARK, N. J.



How to SAVE MONEY on window shades

To save money on window shades, look for service—and look out for upkeep! True value in window shades is cost *divided by* length of good service.

A *Columbia* shade may differ but little from other shades in cost and appearance when new. Yet the *Columbia* shade will save you money... a great deal of it sometimes. It will be a better shade for a longer time. It will spread its first cost into a surprising minimum per month—or year—of usefulness.

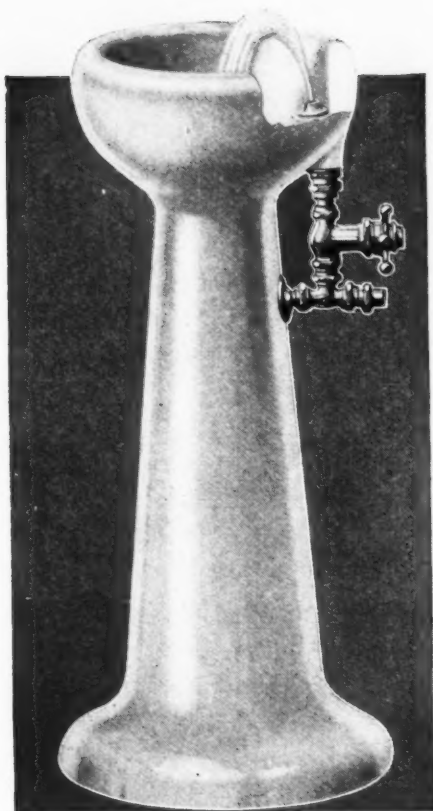
Columbia shades are built for long and active service—by the largest makers in the world. There is a *Columbia* shading for every use. Each is demonstrably the best of its kind. And *Columbia* rollers—strong springed, with a constant reserve of power, ingeniously designed for quietness and ease of operation, staunchly built—are without equal for efficiency and length of service.

To save money on window shades, see that yours are *Columbia*. You will be saving money all the while you use them. And that will be a long, long time.

Columbia WINDOW SHADES ROLLERS • VENETIAN BLINDS

THE *Columbia* MILLS, Inc., 225 Fifth Avenue, New York. BRANCHES: Baltimore • Boston • Chicago • Cincinnati • Cleveland • Dallas • Denver • Detroit • Fresno • Kansas City, Mo. • Los Angeles • Minneapolis • New Orleans • New York • Philadelphia • Pittsburgh • Portland, Ore. • St. Louis • Salt Lake City • San Francisco • Seattle • Spokane • FACTORIES: Chicago • Detroit • Los Angeles • Minnetta, N. Y. • Saginaw, Mich. • Wilkes-Barre, Pa.

R-S FOUNTAINS



Have Sanitary Features!

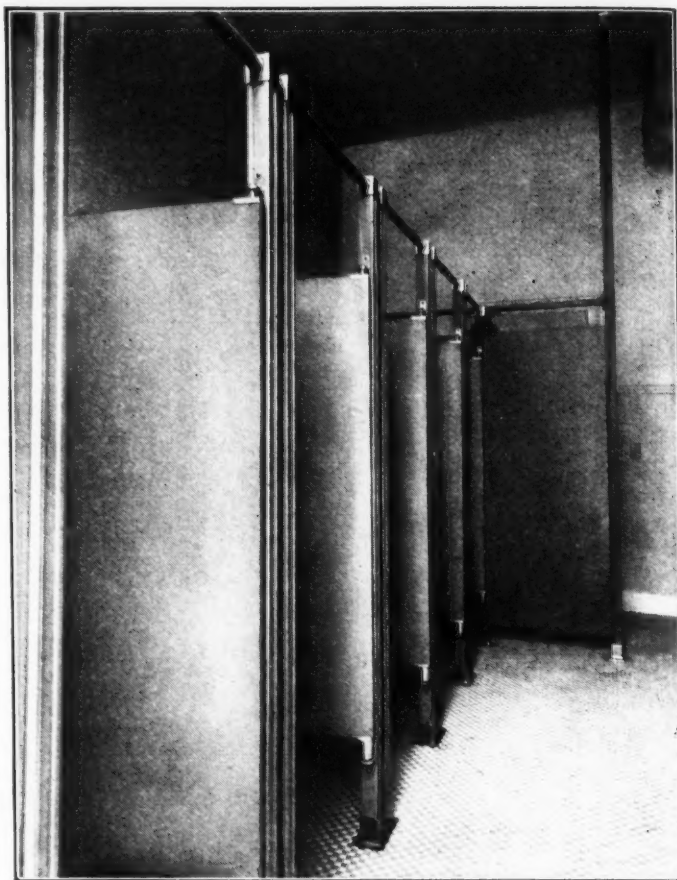
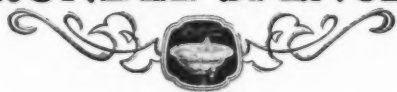
In addition to their clean and beautiful designs—Rundle-Spence drinking fountains have a bigger advantage in their special patented Vertico-Slant. This feature throws the water at an angle and consequently does not permit the lips to touch the nozzle. Naturally every drink is a sanitary one — a clean, clear, safe drink at all times.

Write for complete information covering R-S Sanitary Drinking Fountains (now available in color) and Plumbing Fixtures and Supplies.

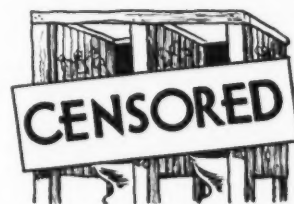
RUNDLE-SPENCE MFG. CO.

51 Fourth Street
MILWAUKEE, WIS.

RUNDLE-SPENCE



In Lincoln School, Nutley, N. J.



**Health
and
Cleanliness**

Come First!

E DUCATION in personal hygiene takes foremost rank in many modern schools.

A part of this early training begins in the toilet room. In the "dark ages" of American school history, little good was accomplished in that schoolroom, much harm got under way. Subtle suggestion ran riot, lack of supervision, lack of sanitation caused untold damage to the impressionable juvenile mind.

That phase of education is largely history now. In these more enlightened times, well lighted, sanitary, wholesome toilet accommodations are provided as a matter of course. Anything else would be unthinkable.

Sanymetal Steel Toilet Compartments are credited with an unsurpassed contribution to this new picture. They have advanced child hygiene in the nation's schools. They will do the same for *your* school.

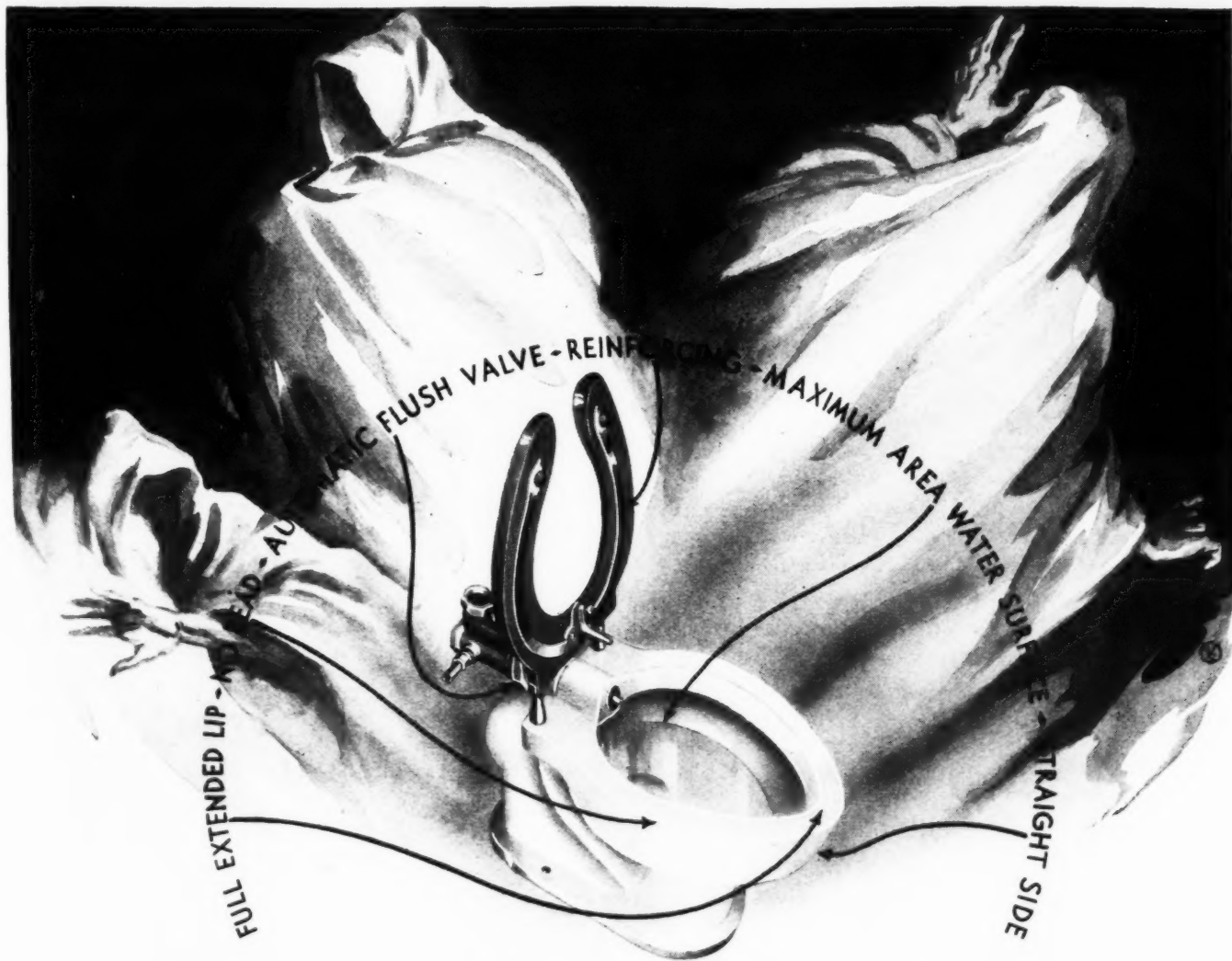
Sanymetal Products for Schools are: Toilet, shower, dressing and urinal compartments. Corridor and smoke screens. Metal doors and wainscot. Sanymetal Gravity Hinges. Write for New Catalog No. 30.

The Sanymetal Products Co.

1703 Urbana Road

Cleveland, Ohio

Sanymetal
TRADE MARK
U.S. REG.
Toilet and Office
PARTITIONS



A New Closet That Helps Rout Three Ghostly Shadows

The Clow Soldier of Sanitation has built a new closet to rout the three grimmest shadows that hover in the toilet rooms of public buildings, schools, hospitals, industrial plants and similar places.

He has made the bowl low, semi-lipped

with a form-fitting seat for comfort. He has eliminated the dirt-catching bead that extends around the outside top of more old-fashioned closets.

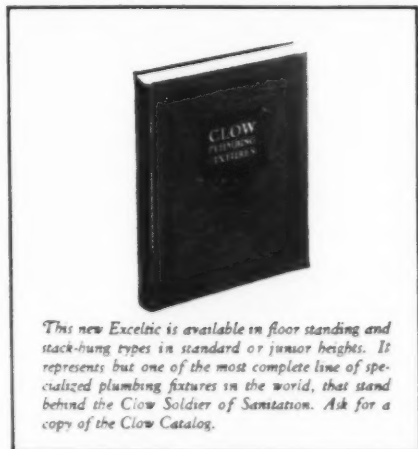
He has made the bowl sides perpendicular. Anything dropped into the bowl will fall directly into water. Nothing can stick to the sides, because nothing can easily hit the sides.

And even careless minds are defeated and forstalled by the Clow-Madden Valve

that flushes the bowl *automatically* after every occupation.

The many records of ten, fifteen and even more years of trouble-free service established by this valve attest to the long life, and negligible repair costs that can be yours.

And with this brand new closet the Clow Soldier of Sanitation scores another big victory for you against your three most hideous toilet room enemies: *Failure—Short Life—and their ghostly brother Insanitation.*



This new Exceltic is available in floor standing and stack-hung types in standard or junior heights. It represents but one of the most complete line of specialized plumbing fixtures in the world, that stand behind the Clow Soldier of Sanitation. Ask for a copy of the Clow Catalog.

CLOW

CHICAGO

PREFERRED FOR EXACTING PLUMBING SINCE 1878

Consult your architect

1^c to 2^c a Square Foot Saves Many Dollars of Repairs to Wooden and Concrete Floors

FIGURE it out for yourself. Maple flooring costs about 30c per square foot. Concrete about the same. Yet each demands constant, costly care unless protected against the ravages of time and wear. Lignophol, a Sonneborn product, costs 1c to 2c a square foot, and protects wooden floors against wear, rot, weather, and makes the surface easy to keep clean . . . Lapidolith, for concrete floors, costs about 2c a square foot. It eliminates concrete dust and gives a clean, washable granite surface that will withstand hard wear, water and chemicals. These two Sonneborn products alone will give you better floors and save money. Other Sonneborn money-savers are listed below. Send the attached coupon today for more complete information, and for letters from satisfied school users. Remember, every Sonneborn product is guaranteed.

**We have every kind of paint and varnish
for every school use from floors to desks
—from cellar to roof—for inside and out**

For CONCRETE Floors

Hardening and Dustproofing
Lapidolith—This liquid chemical concrete hardener welds the loose particles into a close-grained mass that becomes granite-hard. Excellent for basement or any floor receiving hardest wear. The flint-like topping withstands years of traffic. Water or chemicals do not readily penetrate it. Merely mopping and sweeping keeps a Lapidolithized concrete floor sanitary. It eliminates concrete dust. Goes on like water so labor cost is negligible. Equally efficient for old or new floors. Colorless.

Colored Floors

Cement Filler—For floors where decorative appearance is wanted, as for hallways, basement rooms, toilets, etc, apply this material over new or old surfaces. Forms a wear-resisting, smooth, colored top over rough, pitted or soiled floors. Standard colors. Easy to apply. Labor cost small.

For WOOD Floors

Wearproofing and Dustproofing

Lignophol—This penetrating preservative prevents splintering, checking, warping, and rotting by filling interior wood cells and fibres with oils and gums. Supplies a toughening binder that increases tensile and resisting power of wood. Safeguards floors against deterioration from dry heat and moisture, and waterproofs.

Polished Floors

Amalie Liquid or Paste Wax—Where a more lustrous finish is desired, apply this highly decorative Carnauba Wax. Has high content of Carnauba which is the reason for its long wear. Use liquid for renewing polish on floors previously waxed. Use paste on new or newly treated floors.

L. SONNEBORN SONS, Inc.

Dept. 50, 114 Fifth Avenue, New York

L. Sonneborn Sons, Inc.

Dept. 50, 114 Fifth Avenue, New York.

Please send literature on the following products: Lapidolith
Lignophol; Cemcoat Floor Enamel; Cement Filler . . .
Cemcoat; Sonotint; Amalie Wax; Also letters
from satisfied school users.

Name

Address

A.S.B.J.

A Spray Equipment Training School



The photographs show parts of the various DeVilbiss school rooms in which students are trained free in the use of spray-painting and spray-finishing equipment.

Many of the most expert spray-painting and spray-finishing equipment operators were thoroughly trained free in the extensive school maintained by the DeVilbiss factory organization. Any user of DeVilbiss spray equipment may come to this school or send his men to it. There is no charge or fee. The student pays only his own living expenses.

Industrial finishing, interior decorating, house painting, the use of specialized equipment made for a particular task, the proper use of all the many materials applied with a spray gun—in fact every phase and detail of spray-painting and spray-finishing operations are completely and thoroughly taught. When he leaves the school, the student is a practical and skilled operator, trained to do the work he will undertake on his own job, or organize, direct and teach others.

Many School Boards have found that DeVilbiss trained men lower the cost of re-decorating as well as reducing the time necessary to do it.



Spray guns of various types and sizes . . . Pressure feed paint tanks and containers . . . Spray booths, exhaust fans and approved lighting fixtures . . . Air compressing equipment . . . Air and fluid hose and connections . . . Complete outfits from the smallest hand-operated units to the largest industrial installation . . . Car washing guns . . . Oil Spray guns.

DeVilbiss

THE DEVILBISS COMPANY • TOLEDO, OHIO

Sales and Service Branches

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ST. LOUIS LOS ANGELES SAN FRANCISCO WINDSOR, ONTARIO

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Safe!

Falcon Liquid Toilet Soap can't spread germs like the dangerous bar soap . . . for it touches nobody's hands but the user's. It's economical in use too. The quality and the concentration are always uniformly high.

DEPENDABLE QUALITY



REAL soap! Thick, creamy-lathering, neutral and soothing. Made in three grades. Send for samples and convince yourself.

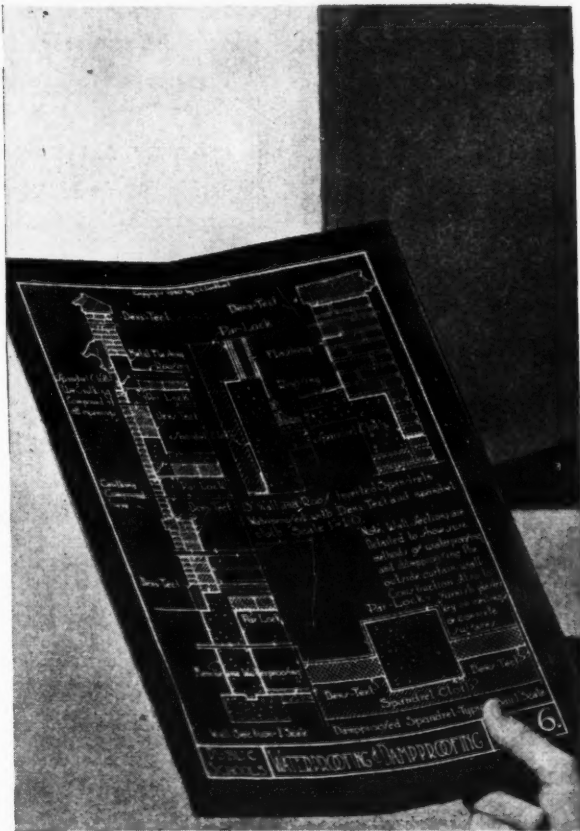
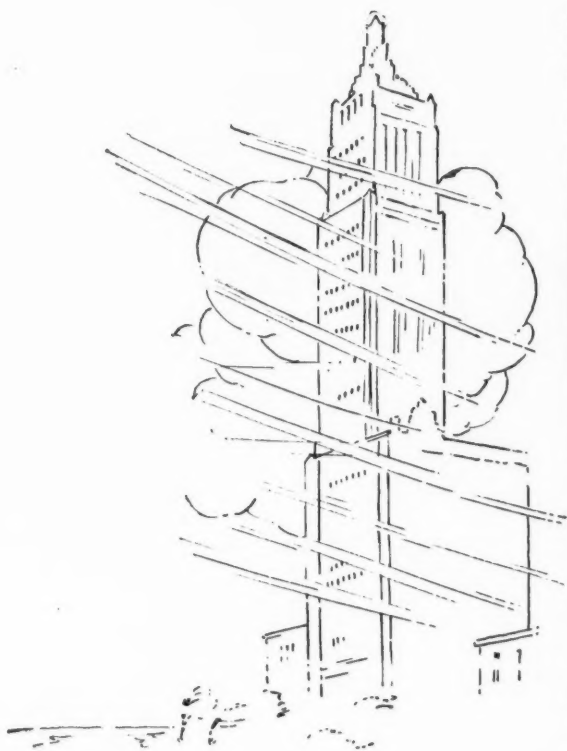
THE EAGLE SOAP CORPORATION

64 E. Jackson Blvd.

Chicago, Ill.



**FALCON
LIQUID SOAP**



CAN THE RAIN GET IN?

NOT if good masonry is supplemented by the waterproofing and damp-proofing measures which Par-Lock Appliers offer to the architectural and building world.

Par-Lock treatments insure dry and permanently attractive interiors by combining effective damp-proofing measures with dependable plaster key for surfaces plastered direct. These measures include:

Dens-tect, a protective wall treatment in which asphalt is mixed at the nozzle with fine aggregate, building out to tangible

thickness, filling every void and affording a continuous coating.

Par-Lock Plaster Key, proved by 15 years of successful use on surfaces plastered direct.

Spandrel Waterproofings to fit the requirements of the installation.

Gun applied asphalt coatings for every construction use.

The increasing problem of wall leakage calls for serious attention and for responsibility in applying those treatments which protect plastered interiors from intrusion of water.

Par-Lock Appliers are independent, responsible local contracting organizations, working in full cooperation on a nationally supervised program. Uniform methods and uniform, highly specialized asphalt materials promote certainty that your damp-proofing problem is in safe hands with the . . .

Send for Damp-proofing Details

We have a sheet of waterproofing and damp-proofing details, prepared by an independent authority, which we will gladly send architects on application. Address Par-Lock department of

THE VORTEX MANUFACTURING COMPANY
1987 West 77th Street • • Cleveland, Ohio

Par-Lock
APPLIERS

ALBANY

ATLANTA

BALTIMORE • BUFFALO • CHARLOTTE • CHICAGO • CINCINNATI • CLEVELAND • COLUMBUS
DETROIT • MINNEAPOLIS • NEWARK • NEW YORK • PHILADELPHIA • PITTSBURGH
SCRANTON • ST. LOUIS • TORONTO • TRENTON • YOUNGSTOWN • WILKES-BARRE

School Architects Directory

RALPH E. ABELL CO.

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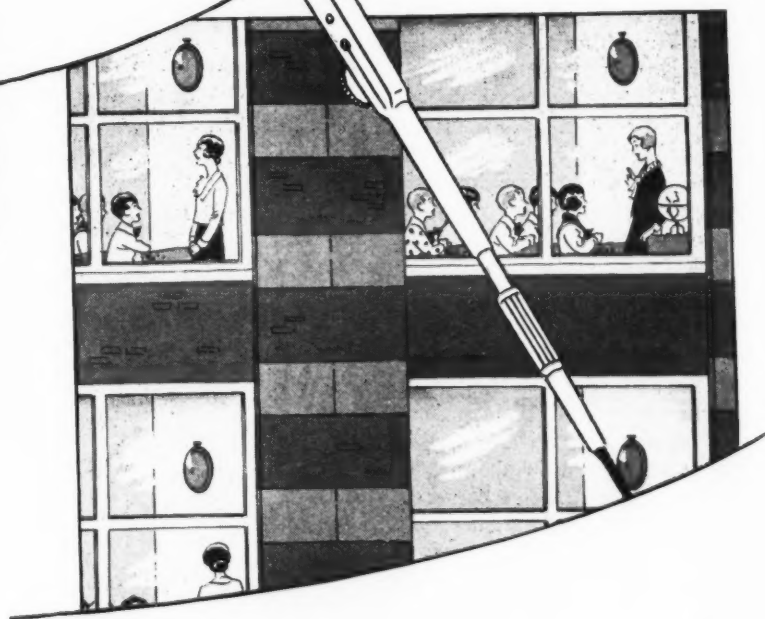
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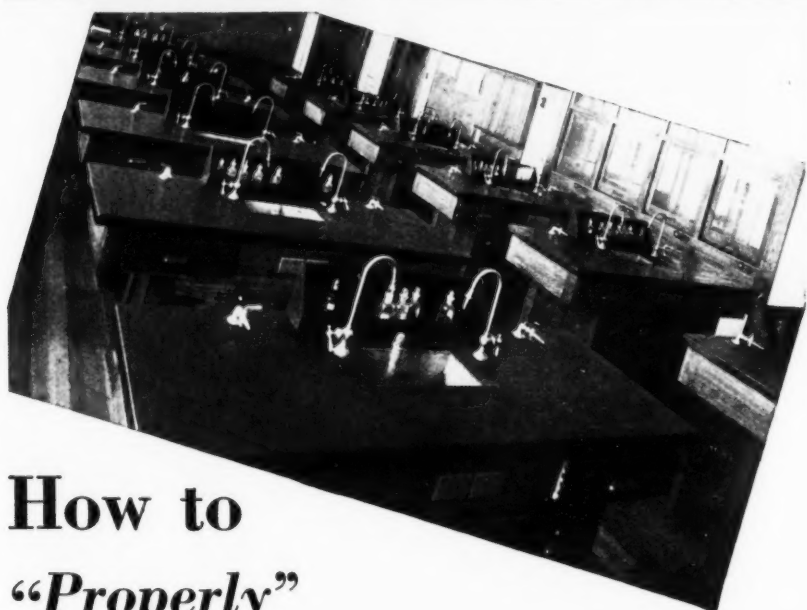
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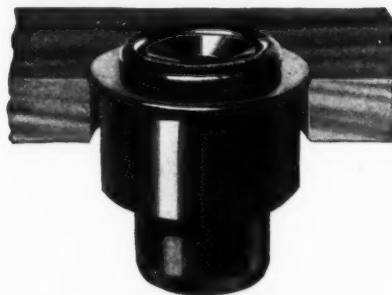
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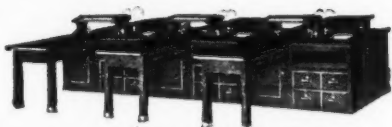
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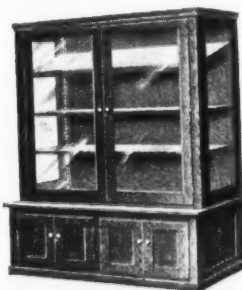
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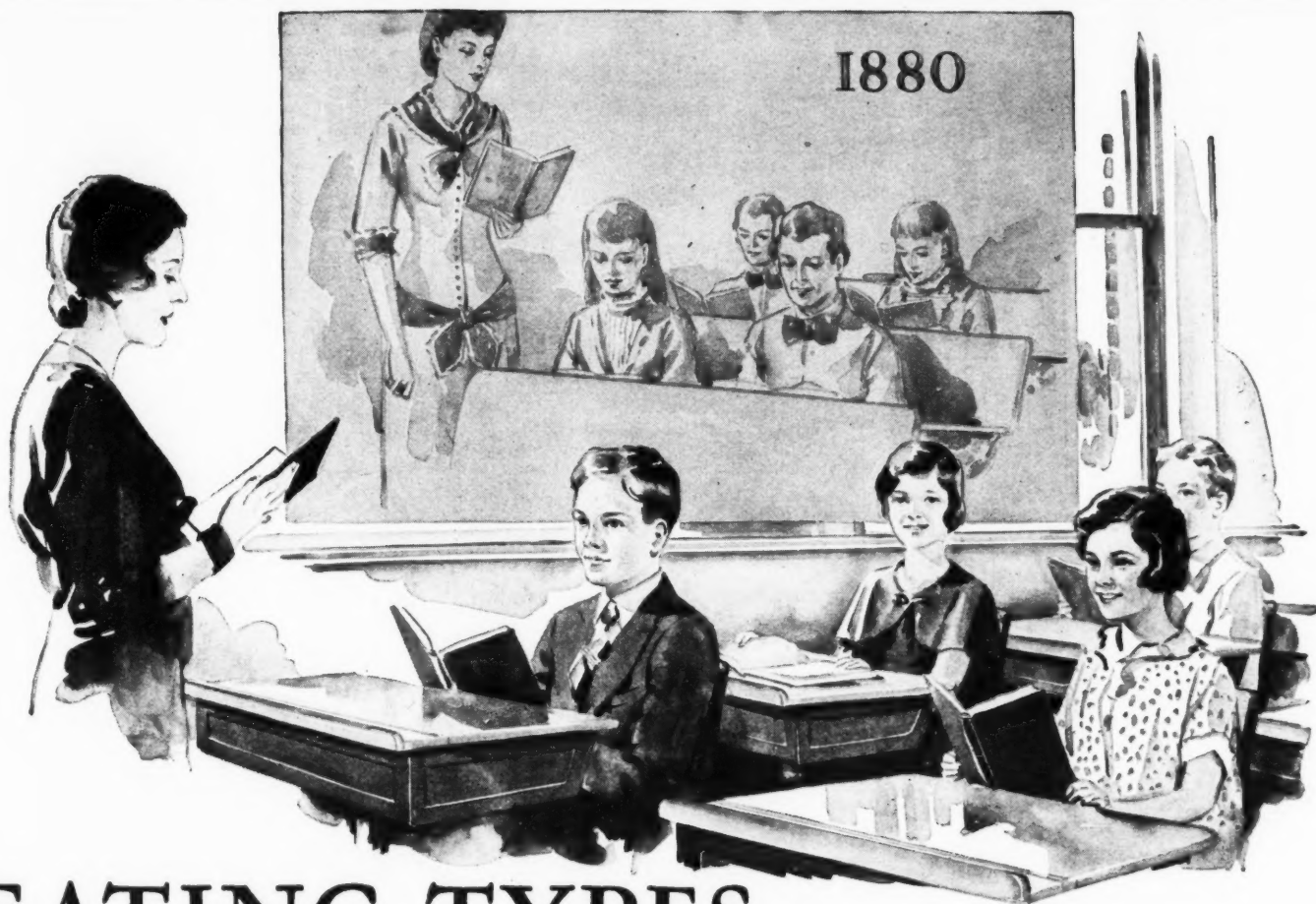


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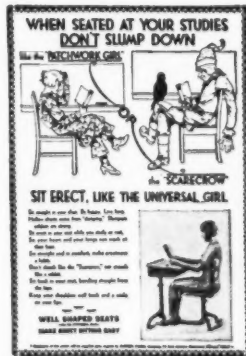
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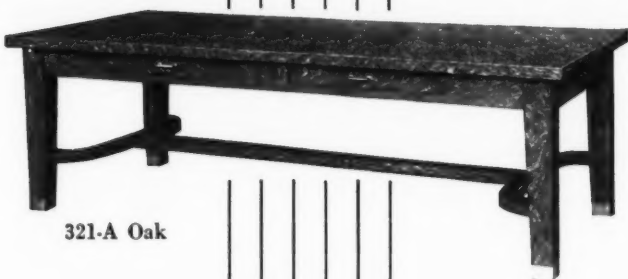


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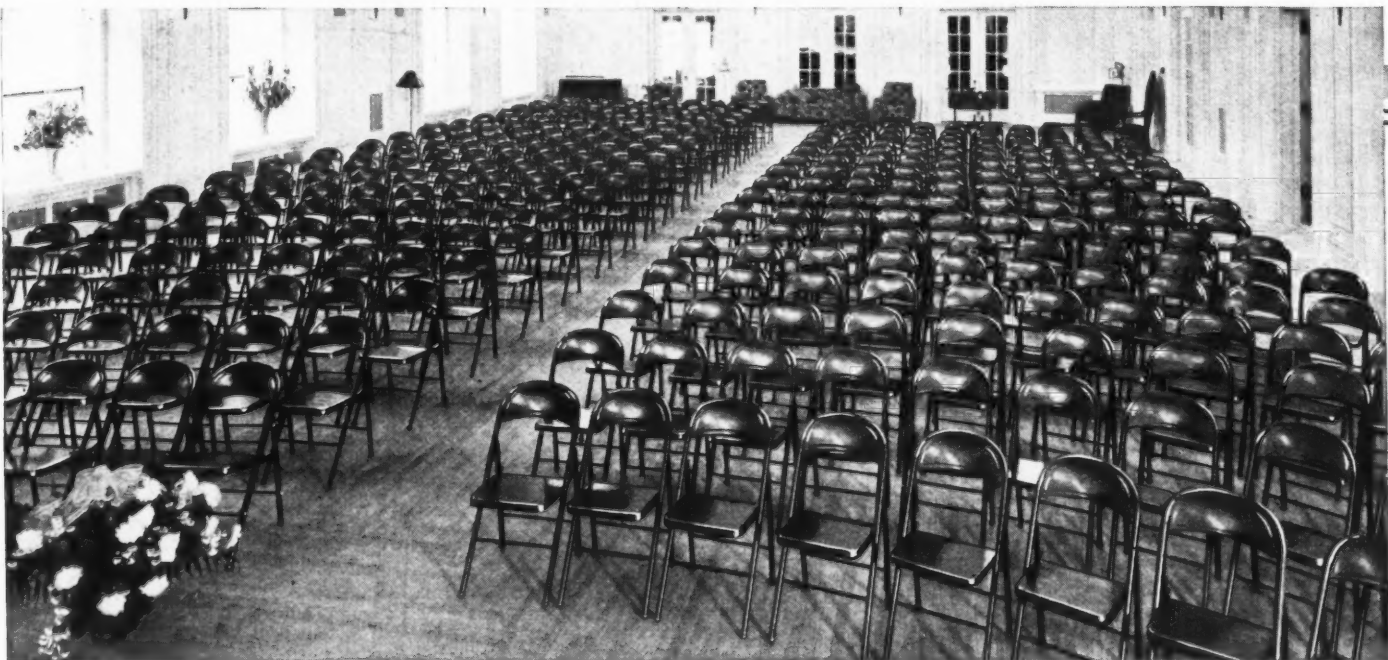
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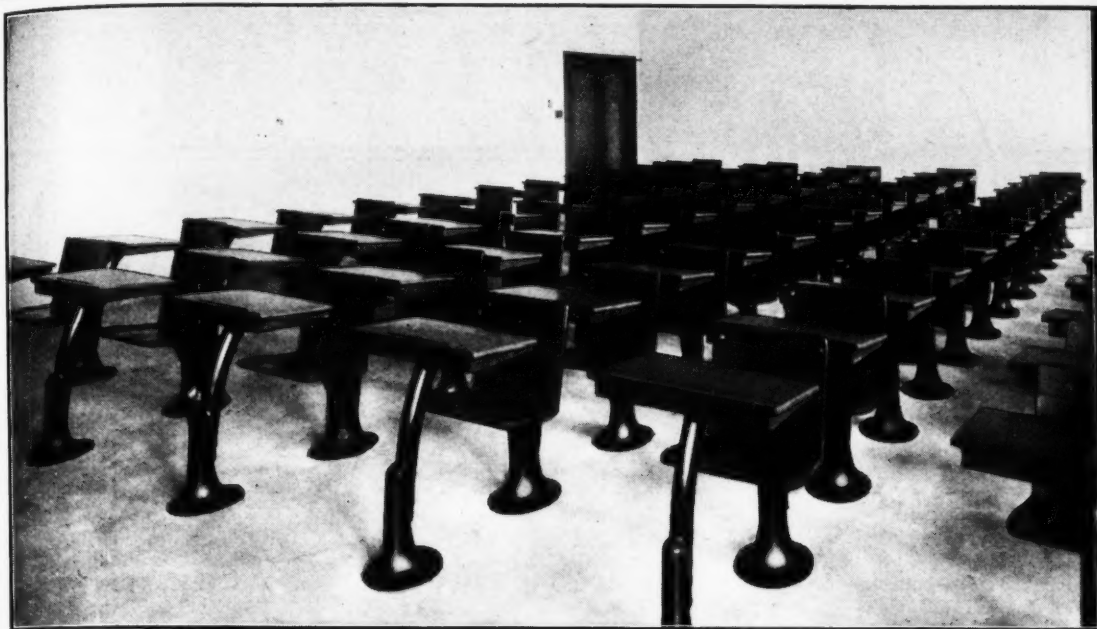


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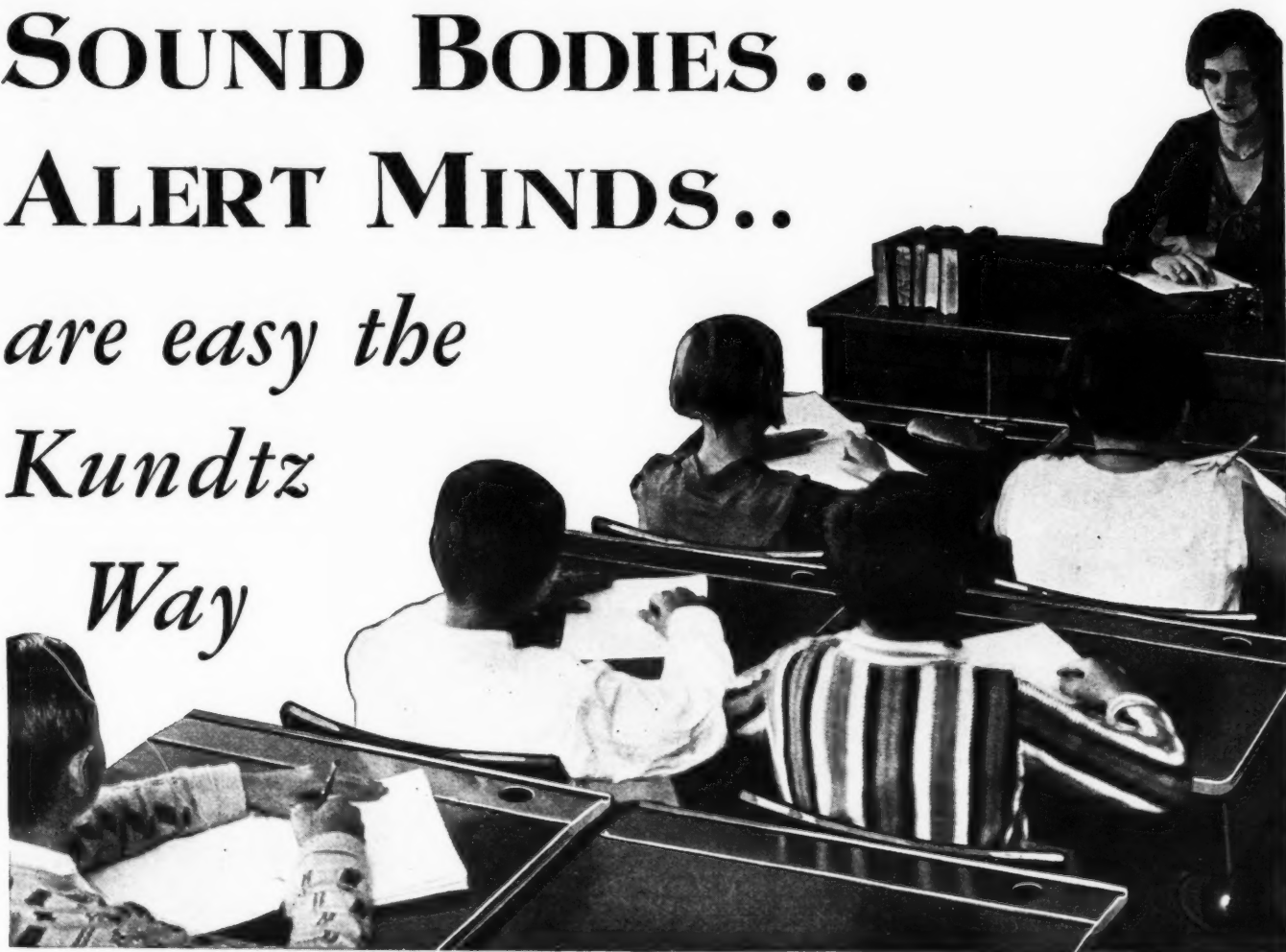
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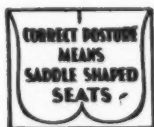
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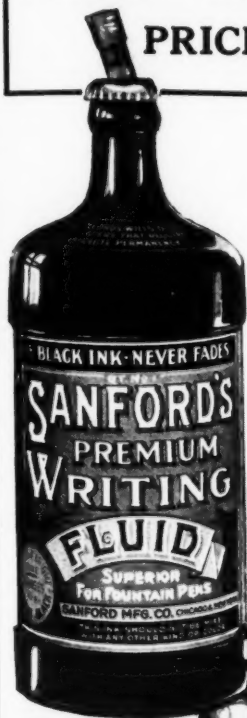
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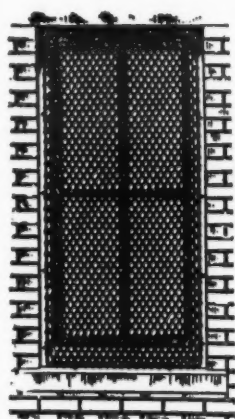
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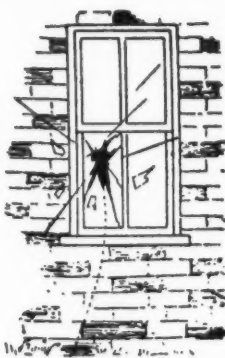
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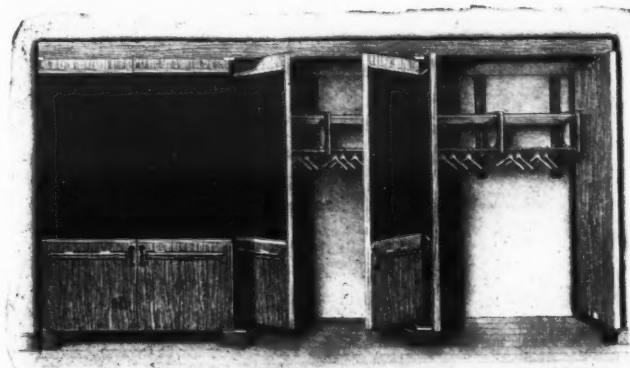
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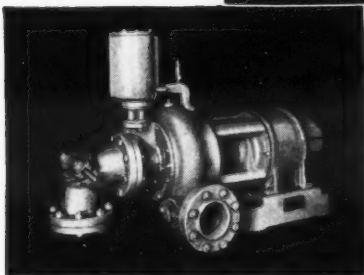
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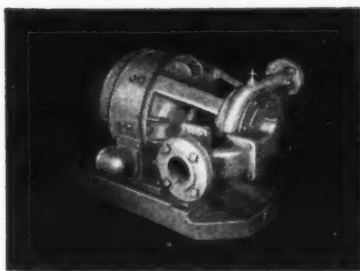
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VOL. 81
No. 6

THE AMERICAN School Board Journal

A Periodical of School Administration

DECEMBER,
1930

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TABLE OF CONTENTS

Cover: Lake Junior High School, Denver, Colorado	
Cartoon: Patriotism Both in War and Peace <i>Harold Heaton</i>	33
Clearfield's School Adventures—IV <i>Mark Wright</i>	34
Organization of the Elementary School <i>Knute O. Broady</i>	35
Some School Attendance Problems	36
School Legislation as a Factor in Producing Good Schools <i>William G. Carr</i>	37
Class Control in Supervised Study <i>L. R. Kilzer</i>	39
A Notable School-Museum Project <i>C. Valentine Kirby</i>	40
Should Teachers' Salaries Be Reduced to Meet the Present Economic Depression? <i>C. R. Anderson</i>	41
"What's Wrong With This Picture?"	42
Injuries to School Children <i>Newton H. Hegel</i>	43
Business Efficiency in Education <i>James H. Risley</i>	45
Utilizing the 60-Minute Period in High School <i>C. L. Robertson</i>	46
Centralizing the Administration of Scholarships <i>Chester F. Miller</i>	46
A Teachers' Salary Schedule for a Small Town <i>H. E. Schwall</i>	47
Budgetary Control in the Smaller School System <i>Gaylard Wilson Greene</i>	47
The Tell City High School, Tell City, Indiana	49
A Building That Promotes Education—The Tallassee School, Tallassee, Alabama	52
The Sayre High School, Sayre, Pennsylvania	52
The Passaic Memorial School, Passaic, New Jersey	54
The Reorganization of the Cincinnati Public Schools <i>Edward D. Roberts</i>	57
The Business Administration of City School Systems as Shown by Rules and Regulations <i>G. E. Van Dyke</i>	58
Personality in the Schoolroom <i>John Dixon</i>	60
Radio Education—II <i>E. D. Jarvis</i>	61
What Happened to School-Bond Prices? <i>Harold F. Clark</i>	64
Associated School Boards of New York Hold Meeting	84
Illinois School-Board Association Meets at Urbana	84
A Leaf from a Superintendent's Diary <i>S. B. Barr</i>	104
EDITORIALS:	
Present Problems of School Legislation	62
Public Criticism and School Administration	62
The Training of School Janitors, Engineers, and Custodians	63
The Unit Question in School Administration	63
Another Phase of the Superintendents' Tenure	63
Washington Correspondence <i>A. C. Monahan</i>	66
School Law	68
Teachers and Administration	70
School Finance and Taxation	74
Building News of the Schools	78
School Administration Notes	83
School-Board News	88
Personal News of School Officials	93
Book News and Reviews	94
Chicago Correspondence	100
School Hygiene	114
Teachers' Salaries	103
Buyers' News	126
After the Meeting	126



Closing An Active Year

The businessman who contemplates the fact that the year has come to a close, thinks in terms of profits and losses. An inventory is in prospect.

A statement of the year's business, which may have been profitable, or otherwise, will suggest the policies that must be observed, and the departures that must be engaged in during the coming year, if the commercial ship is to be kept afloat and in fit condition. The school administrator, who is alert and circumspect, likewise reviews the closing year and draws from it the lessons it has taught, and applies them to the year about to begin.

The lessons are many and valuable. They cover more than a single school system. The experiments and experiences, the projects and innovations, deliberations and discussions have brought school administration to a higher basis of efficiency.

The AMERICAN SCHOOL BOARD JOURNAL has recorded the activities of the many, and has presented the findings of school systems over an entire land. The school administrator who has kept abreast with these activities will be clear, as to the policies that must guide him, in his administrative task during the coming year.

Thus, the pages of the JOURNAL constitute the work sheet, the daily record, and inventory out of which a thousand lessons may be drawn.

THE EDITOR.

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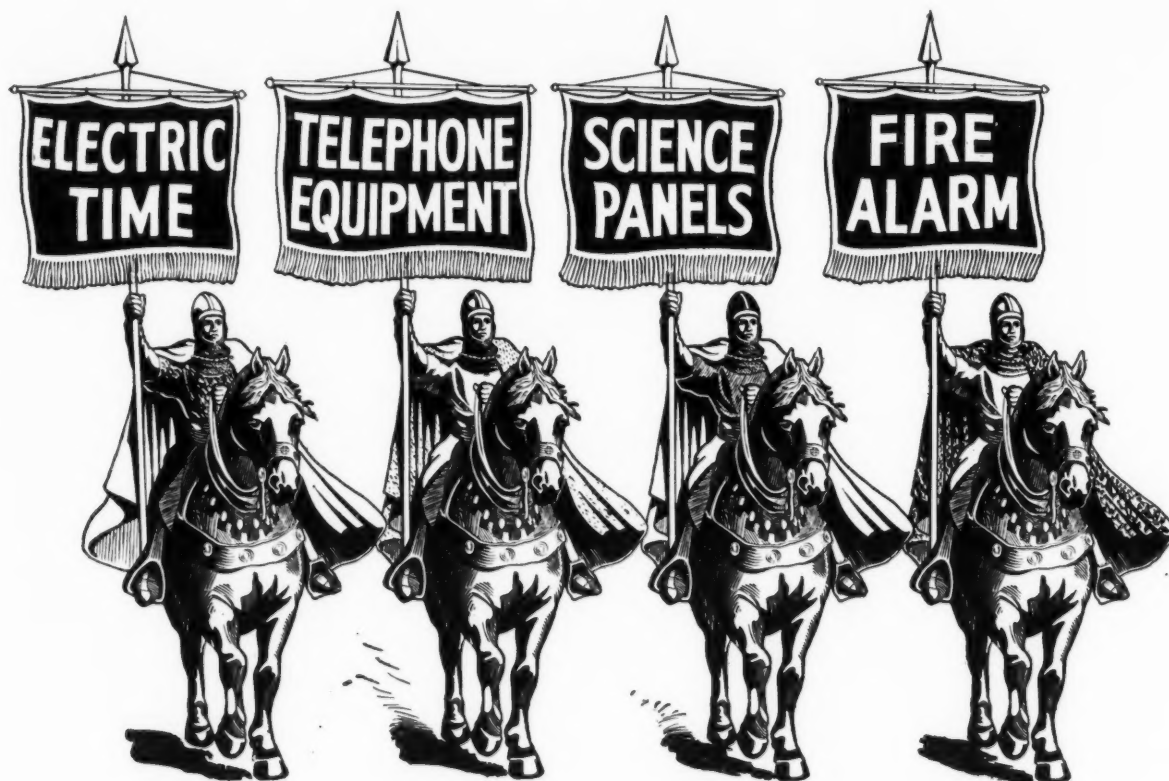
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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the Education Index.

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"STANDARD MAKES EVERY MINUTE COUNT"

THE AMERICAN School Board Journal

Volume 81, No. 6

DECEMBER, 1930

Subscription, \$3.00 the Year



"PATRIOTISM BOTH IN WAR AND PEACE!"

Clearfield's School Adventures—IV

Mark Wright, Member of the School Board, Clearfield

The School-Board Member

Recently two items, small in themselves but large in their significance, have come before our board for adjustment. Both items became points of slight difficulty, so far as they concerned the entire board, largely because of a lack of understanding of the duties and functions of the individual board member.

At our last board meeting, our new school superintendent submitted the name of a candidate for janitor, in one of the schools, where a vacancy existed. Immediately one of our board members arose to explain that he had promised this position to a man on his street. He explained further that he had taken this liberty because the school in which the vacancy existed happened to be located in his section of the town. Then, Superintendent Graham explained that he had studied carefully the qualifications of the several candidates for the position, and as a result had recommended the election of the man who seemed to him to be best fitted from every standpoint. Superintendent Graham raised also the point of divided allegiance, and possible divided responsibility, should any janitor feel first responsibility to an individual board member.

Before this issue was settled by a vote, another member interrupted to report that the day before, he had taken an action which in the light of the discussion so far seemed to be very similar to the case of the janitor vacancy. He had promised, he told us, the painting contract on the Center School to a painter who lived near this school, on the assumption that the board as a whole would approve such action.

Chairman Sam Jones then explained for the benefit of our new superintendent that items of this sort had been left in the past quite regularly to the discretion of individual members of the board. He explained further, however, and now for the benefit of each board member, that of late several complaints had come to his attention regarding this practice.

All of which led Mrs. James to suggest that possibly the time had come for all of us, as school-board members, to make some study of the job of the school-board member. As a result of this suggestion, Superintendent Graham was asked to submit a report on this whole question with the hope of clearing the atmosphere.

The School Board's Task

The report as submitted at our next regular board meeting reads as follows:

The school-board member should make some study of himself and his task:

1. Because of the importance of public education. The public school is a most dominant factor in shaping attitudes of citizenship.

2. Because too many school-board members fail to understand the importance of public education.

3. Because many school-board members fail to realize that experience has developed certain well-defined practices which result in the best educational results.

4. Because the public which pays the bill is entitled to a well-informed service from its elected school officials.

5. Because it is possible for every board member to improve his efficiency in a comparatively short time, become acquainted with the best practice in school administration, and so lift the school system to a higher plane of public service.

Even a brief examination of our state school laws is sufficient to convince the average board

member that these laws do not prevent him from knowing what he is doing. After giving his influence to the selection of the most capable executive officer available, there is nothing in the law to prevent the board member from looking to this executive officer, the superintendent of schools, for recommendations on questions of policy, from requiring of him reports of the financial and educational conditions of the school system, and from centering his attention on large questions of policy rather than on trivial affairs.

The school board, consisting of elected representative citizens is defined by statute as a corporate body. This means that authority and responsibility are located in the board as a whole and not in its members as individuals. No one member has any authority outside of board meetings unless such authority has been definitely designated for a specific item by the board as a whole. A national authority on public-school administration, E. P. Cubberley, in *Public School Administration*, p. 109, clarifies this principle as follows:

A Principle Clarified

"The school-board members are citizens, selected as their representatives by the people of the community. As individuals they are still citizens; only when the board is in formal session do they have any actual authority.

"It is the board, acting as a body, which in the name of the people controls the schools, and not the individual members who, when in session, compose it. Even when the board is in formal session, the individual members have only a voice and a vote, and their control over the schools is through the votes whereby rules, regulations, and policies are adopted. To have authority otherwise, the authority must be expressly delegated to a member of the board as a body, and by vote, and his authority then extends only so far as specified by such vote of the board."

How, then, does the school-board member function? The following are the eight outstanding duties of the school board, arranged in the

order of importance, as determined by the combined judgments of 531 business men, educators, and members of professions. (W. W. Theisen, *The City Superintendent and the Board of Education*, p. 30):

The Board's Main Duties

"1. Select the chief executive officer and support him in the discharge of his duties.

"2. Pass upon the annual budget for maintenance prepared by the chief executive and his assistants. (Budget includes sources and amount of revenue available, as well as expenditures.)

"3. Debate and pass upon recommendations of chief executive for additional capital outlays—buildings, sites, and improvements—and determine the means of financing such outlays, as by bonds or loans.

"4. Advise with the chief executive, affording a group judgment, on his recommendations for extensions or readjustments of the scope of educational activities.

"5. Appoint, upon nomination and recommendation of the chief executive, teachers, principals, and supervisors. (And other employees of the school system.)

"6. Determine, after consultation and discussion with the chief executive, the schedule of salaries.

"7. Require and consider report of the business transacted or pending and of the financial status of the system.

"8. Require and discuss report of the chief executive concerning progress of the schools in terms of achievements of pupils, teachers, and supervisors."

A careful analysis of these points indicates that the major duties of the school-board member can be accomplished only when the board acts as a body. They offer no place for the elected citizen to act officially as an individual, but they do not interfere in any way with a very broad range of activity of the most useful and satisfying kind. *Ultimately, the school board is responsible for every policy of the school system, and for the approval of every official act of the professional men and women who are engaged as executives or assistants.* Each duty of the school-board member concerns itself properly with only one end—an improved opportunity of the child.



THE MEMORIAL COLONNADE AT THE HOPKINS TOWNSHIP HIGH SCHOOL, GRANVILLE, ILLINOIS. There is genuine inspiration in the historic memorial colonnade at the Hopkins Township High School, Granville, Illinois. This colonnade, developed under the inspiration of Mr. Dean M. Inman, contains three bronze memorial tablets commemorating the early pioneers of the community and the soldiers and sailors of Putnam County who served in the Civil War and in the World War. The tablets are the gift of the Senior Class of 1929.

Organization of the Elementary School

Knute O. Broady, Associate Professor of School Administration, University of Nebraska

The form of organization taken by the elementary school has always been looked upon, by those responsible for the organization, as a means of attaining the best education possible with the greatest economy in terms of expense and of effort on the part of pupils and teachers. True, some teachers and administrators have accepted school organization as fixed and as almost sacred. They have viewed the means as the end. A considerable number of educators, however, have given much thought to the possibility of rendering the school organization more effective. The host of plans advanced during the past fifty years bears eloquent testimony to this fact.

An examination of the plans of reorganization proposed by our educational reformers leads one to believe that each of them set out to remedy what he considered a glaring defect, oftentimes a number of defects, in our schools as they were then functioning. In several instances, at least, too little account seems to have been taken of the by-products of the types of reorganization proposed, or of other defects in the traditional school seriously in need of attention. This neglect is probably due to the fact that the defects the reformers sought to correct loomed so large in their minds that all else was obscured.

Aside from the plan of striking at a few glaring defects, proposals for the reorganization of the elementary school may result from at least two distinct procedures. According to one method, the basic purposes of an elementary school must first be set down. This having been done, an organization may be developed which seems best to fulfill these purposes. Another procedure, the one suggested by the author, starts with an analysis of all major proposals relative to reorganization that have been made within recent years. The basic purpose or purposes of the proposals and the advantages and disadvantages resulting from each are examined. An attempt is then made to modify the traditional elementary-school organization so as to embody a maximum number of the advantages and a minimum number of the disadvantages from among the methods studied. It may be said with considerable justice that this second plan is merely a makeshift, that the first plan presents the only basic method of attacking the problem. A point in favor of the second plan is that it short-circuits the tremendous amount of research needed before one may intelligently rebuild an organization from the ground up. The second plan also shortens somewhat the period of testing in the field needed to locate and overcome the weaknesses which theoretical considerations alone do not reveal. Moreover, this plan of reorganization proceeds on the assumption that the elementary-school organization as it now stands has many merits, and that the great host of critics of our elementary schools have revealed the most glaring at least of the defects which need correction.

Some Reorganization Proposals

Inasmuch as many of the proposals relative to elementary-school reorganization bear a close resemblance, they may be listed under comparatively few heads. These are:

1. Plans that seek to reduce the spread of individual differences within a group receiving instruction. Grading according to mental age and ability grouping within a single room are modifications of the earlier grouping among rooms that are coming into more general use.

2. Plans that accept heterogeneity of ability within classes as inevitable and seek to adjust the school to each pupil by individualizing work

in the tool and often in the content subjects. The Dalton and Winnetka plans embody this principle. Many other school systems accept it in part.

3. Plans that accept repetition as a legitimate adjustment of the child to the school but seek to remove so far as possible the harm resulting from such adjustment. Semester, quarterly, or six-weekly promotion are the results. Because of the better methods of adjustment now available, such plans are at present receiving much less emphasis than formerly.

4. Types of organization built on the assumption that, even in the grades, teacher specialization is necessary and that special rooms and special equipment are needed for the teaching of each subject. Departmentalization and modifications of it which appear in the Platoon plan are based on this viewpoint. The Dalton plan also includes teacher and room specialization. Economies in the cost of instruction and equipment often figure largely in such proposals. This is particularly true in the case of the Platoon school.

5. Proposals, best illustrated by the child-centered school, which make the children rather than subject matter the center of all activity. Projects or centers of interest often replace subjects. During parts of the day the Winnetka schools organize their work in this fashion.

6. Proposals which accept subjects as they are now developed but hold that centers of interest should be developed within each subject. The Morrison plan has this as one of its essential elements.

7. Plans which assume that the pupil must be given a greater degree of freedom in planning his daily or weekly program than is possible in the traditional school. The Dalton plan as conceived by Miss Parkhurst makes this principle the very heart of the reform proposed. Others who have taken up the Dalton plan have in general emphasized the opportunity for individualization that results from the use of contracts. Morrison provides for pupil freedom within a given subject, particularly one phase of his cycle.

8. Plans which provide for the enrichment of the curriculum for those who have exceptional ability. Modifications of the contract method provide additional assignments for pupils who finish the minimum essentials ahead of time. Projects or centers of interest make enrichment possible.

9. Types of organization which do not seek to modify the curriculum for each level of ability but rather attempt, by adjusting the rate of speed with which the work is covered, to enable pupils of every ability level to master the minimum curriculum without the necessity of repetition. Some pupils spend less than the normal time in school, some more. The Cambridge two-track plan is one of the earliest illustrations of such a modification. A number of cities are today operating according to a similar principle.

10. Types of organization which assume that individual differences exist but that every pupil, if he works hard enough, can achieve mastery of the elementary curriculum without the necessity of repetition. Batavia gained most prominence with this proposal. Some schools are at present using coaching teachers. Many of the assumptions on which this plan rested have since been proved false.

11. Plans which provide that a unit of work shall be covered according to a specified series of steps. The Morrison plan includes five steps, (1) exploration, (2) presentation, (3) assimilation, (4) organization, (5) recitation. This phase of Morrison's plan is on the borderline

between method and organization. Morrison's proposals apply only to upper grade and secondary work.

12. Plans that provide for absolute mastery or at least insist that no achievement below a quite high minimum shall be considered acceptable. The Morrison plan and the individualized phases of the Winnetka plan especially emphasize this feature.

Types of Improvement Most Needed

Judging from the plans of reorganization advanced, the types of improvement in elementary schools most urgently needed are:

1. Greater homogeneity within instructional groups.

2. Individualization in the teaching of tool and content subjects.

3. Teacher specialization.

4. The equipment of rooms for teaching a particular subject.

5. Substitution of centers of interest for subjects.

6. The breaking up of a subject into units or centers of interest.

7. Centering the activity of the school about the child as well as about subjects.

8. More responsibility for the planning of his work placed in the hands of the pupil.

9. Enrichment of the curriculum for those who have better than average ability.

10. Definite provision for variation in the speed with which children of differing abilities cover the same subject matter.

11. Provision for coaching those who have less than usual ability.

12. The development of a series of steps by which achievement is to be brought about.

13. A greater degree of mastery of subject matter taken up.

Certain of these objectives are in direct conflict; others give evidence of somewhat divergent views. For example, types 3 and 4 are not in harmony with types 5 and 7 since centers of interest cannot readily replace subjects in a departmentalized school in which the teachers are subject specialists. Nor are proposals 10 and 11 in complete harmony. According to type 10, everyone, no matter what his ability, should pursue the same curriculum; if type 11 is followed, differentiation of content and method are often brought about. It is evident, then, that those who have the responsibility for improving our elementary schools must decide which of the claimed advantages they wish to achieve before they incorporate in their organization the elements which the various revolutionary schools claim to be desirable.

Decisions as to what is desirable may in certain instances be assisted by the results of research now available. It has been shown quite conclusively, for example, that homogeneity within instructional groups is highly specialized and even transient. This fact has an important bearing on the advisability of homogeneous grouping and individualized instruction. Decisions in other instances must depend upon one's inherent beliefs as to the purpose of education. In still other cases, outcomes of practical experiences must be the guide.

Principles for Planning Reorganization

Taking into account the elements of reorganization proposed by our educational reformers and giving due consideration to the factors just mentioned, the writer would recommend that the following principles be considered in the improvement of the traditional elementary-school organization.

1. The spread of individual differences in an instructional group should be given secondary

rather than primary consideration. The idea should be abandoned that schools may obtain so high a degree of homogeneity within classes that mass instruction is feasible in all subjects.

2. Since mass instruction is not feasible in the teaching of those aspects of subjects in which the attainment level of each pupil is highly significant—for example, arithmetic fundamentals—individual instruction should be employed for these phases of schoolwork.

3. A desirable type of school organization so presents its subject matter that repetition of large units of work is not necessary. Therefore, no attempt need be made by the elementary school to break up its work into periods of less than one grade. Semester, quarterly, or six-weekly promotions are unnecessary.

4. Specialization of teachers below the junior-high-school level is often not feasible and is in many respects undesirable. Specialization is often not feasible (a) because in many of our elementary schools too few teachers are employed; (b) teachers who are actually specialists are obtainable only in rare instances. Although many advantages may be found in specialization, it is undesirable for a number of reasons. There is danger that the specialist will not deal with the whole child. Specialists are apt to encourage emphasis on subject matter rather than on the development of the individual. This shift of emphasis is particularly undesirable in the elementary grades. In other words, centers of interest can be maintained only with great difficulty where instruction is departmentalized. A few specialists may be employed but they must make every effort to correlate their work with that of the regular classroom teacher.

5. The use of special rooms, which is a part of the plan of departmentalization, is desirable from many standpoints. The chances are that rooms will be better equipped if such a plan is followed. There is no question but that there will be greater economy in the use of equipment, especially if departmentalization is complete. However, since this room specialization renders more difficult the development of centers of interest, the use to which specialized rooms may be put is limited. Moreover, equipment which is needed by all classes cannot very well be used day after day by one class. Nothing can be set up by one group for a period of days or weeks without rendering the equipment used unavailable to other groups. This objection would not apply to the use of tools. It would apply very definitely, however, to sand tables, and other project material that require considerable space and equipment over a period of time.

6. The abandonment of the teaching of isolated subject matter is under way. As teachers are coming more and more to look upon the teaching of subjects as means to an end rather than as ends in themselves, they are measuring success in terms of ultimate outcome as well as by day-to-day objective achievement. The desirability of centers of interest thus becomes more evident. Centers of interest should not be developed within a single subject alone, but should draw from many of all of the activities of the room. The employment of centers of interest does not remove the obligation of the school to plan beforehand that specific knowledge, attitudes, and skills be acquired. Definite attainment of all desirable goals must be provided for.

7. Pupils should assume a maximum degree of responsibility for their activities. While it is true that more specific provision is made for a certain type of pupil-responsibility in the Dalton plan than in any other, the same training in assumption of responsibility can be given in other types of schools if the teacher makes definite plans to do so.

8. Enrichment of the curriculum for those who have special ability is highly desirable. En-

richment should be derived from out-of-school activities as well as from those engaged in during school hours.

9. There seems to be insufficient reason for believing that the quantity of subject matter obtained by elementary pupils should be fixed and the speed with which pupils cover this subject matter modified in accordance with their ability. Secondary education, as now conceived, is for everyone. No child should be retained in the elementary school during those years just preceding the close of the compulsory school period. Most of those in the lowest quartile in ability may approach the achievement of those averages in ability if coaching is judiciously used. Coaching is not judiciously used if the whole day is spent in attempting to force mastery of skill and knowledge beyond the pupil's capacity or development.

10. Any plan which seeks to mechanize or routinize the steps to achievement is unduly

limiting itself. Too great a difference exists in the various phases of elementary schoolwork to permit the economical use of one plan or organization.

11. All pupils should master the minimum essentials and in other aspects of schoolwork many should be required to reach a high standard of achievement. Those fields in which mastery must be obtained should be decided upon beforehand. The standards decided upon should be rigidly maintained, provided they have been properly applied in the first place and are equitable.

These eleven proposals do not suggest a revolutionary type of organization. The so-called typical elementary school already in operation may serve as the foundation. Modifications will be made slowly or rapidly, depending on the mobility of community thinking and on the ability and willingness of the school staff to change its mode of procedure.

Some School Attendance Problems

The problems of school attendance, as applied to the county at large, varies with locality and environment, and offers many interesting situations which call for their own peculiar solution.

"It is true that one must at times make special provisions, for certain local conditions which endanger regular school attendance such as cotton and berry picking, canning seasons, general agriculture, or caddying. Nevertheless, attendance needs are fundamentally the same in city, town, or county."

So said Fay L. Bentley, director of school attendance and work permits for the schools of the District of Columbia, in a recent public address. He had visited attendance departments in South Carolina, Louisiana, Ohio, Indiana, Illinois, Michigan, Wisconsin, Pennsylvania, Rhode Island, and Massachusetts. His studies enabled him to engage in extended observations and to formulate definite conclusions. He further says:

"While one might enumerate common needs, I wish to prevent merely that one, which I consider the most pressing today, namely, the opportunity to carry on our work as both an educational and social program as demanded by present conditions. The idea of an officer to force the child in school is an anachronism. We are agreed that individual maladjustment, social and economic conditions are the underlying causes of preventable absences. To enable us to cope with these requires adequate personnel.

Attendance Personnel Inadequate

"I believe no attendance supervisor will take exception with me when I say that in no school system, city, state, or county, is our attendance personnel adequate. It is true that in some we have educational prerequisites for officers but in no place are there sufficient number to carry out the program to which the officer aspires;

RESEARCH AND THE SCHOOLS

A bureau of research conducted along scientific lines is bound to prove professionally stimulating to a school system. Educational procedure is more and more following scientific methods, and research bureaus should take the lead in bringing this about. In the future, school systems will depend, more than ever before, upon bureaus of research to furnish the basis upon which sound educational progress may proceed.—David E. Weglein, Superintendent of Schools, Baltimore.

opportunity for as intensive case work as the individual case requires.

"Personally, I do not know how many children of compulsory school age an individual attendance officer can be expected to serve. I do know London allows an officer for every 2,500 school children. In several of our best-organized attendance departments, we have an officer on the basis of one for every 3,000 children. This number, is, according to the directors, too great to permit of the type of service which the particular attendance departments are striving to render.

"On the other hand, several cities have school nurses assigned on the basis of a nurse to every 1,800 to 2,000 children enrolled. I believe we need at least an attendance officer for every 2,000 children of school age. If attendance officers were allowed on such a basis, I feel confident that then it would be possible to do more intensive work on every case reported in which the cause of absence is or could be preventable.

"Attendance officers should be on teacher-salary schedules. I believe the schedule should be that of high-school teachers. Attendance officers should have specialized training in the social-service field either as a part or in addition to a regular college or university training. To secure the services of persons so qualified, a salary schedule comparable to that of high-school teachers must be provided. There are an increasing number of jurisdictions in which a college education, or at least two years academic training, in addition to high school is required for attendance officers.

"The personal element is always a most important one when one is dealing with the public. One to succeed in rendering attendance service of value must have tact, diplomacy, the power to inspire confidence, sympathetic understanding, and withal forcefulness for the last stand in the very exceptional case in which resort to the compulsory feature of school attendance must be made.

"If the schools are to make the most of the unique positions which they occupy in carrying forward a constructive program in preventing delinquency, it will be necessary to have within and as a part of the educational system a real social-service department. It seems only logical in that connection to strengthen the existing division, which, because of positive legal provisions, touches all persons of the prescribed ages. Attendance departments if given a sufficient number of workers possessing the necessary personality, and having had the general educational qualifications with social-service training or experience, could serve every individual child's needs."

School Legislation as a Factor in Producing Good Schools

William G. Carr, Ph.D., Assistant Director, Research Division, N. E. A.

It is impossible to create good schools without good school laws. Every public school has a legal basis. It is the law which dictates what shall be taught, who shall go to school, who may teach school, when school shall be opened and when closed. The school law affects the daily life of every teacher and of every school child. It admits the teacher to the profession, defines the security of his position, helps to fix his salary, and limits or extends his hopes for the future. There could be no public support for education without laws which direct the levying, collecting, apportioning, and expending of school money. There could be no effective school administration without laws defining the powers and duties of boards of education and of their professional executives. Destroy our laws concerning compulsory school attendance, and the range and effectiveness of our schools would be materially diminished. Erase from the statute books the laws regulating child welfare, and our culture would slip back two centuries. It is under the provisions of the law that we have schools, that we have teachers, that children are brought into these schools, and that the coordination and management of our schools is carried on. No teacher, no parent, and no one interested in education ought to be indifferent to school legislation.

When a state has a good code of school laws, its schools are generously supported without undue hardship for any locality or class, its teachers are well trained, efficient and professional in their attitudes, and every child gets a fair chance and an even start in life, insofar as a good education can supply an even start. The schools of the state from kindergarten to university are cooperating in a unitary, though many-sided, program which will surely magnify future prosperity and human welfare in the state and nation.

On the other hand, if the school laws of any state are reactionary or badly adapted to its special needs, the children of that state suffer. In many parts of the state poor schools will be obtained even though taxes are excessive. Teachers will be poorly trained or not trained at all. The best teachers will be driven out of the profession and the children will pay the price of their successor's incompetency. There will be no coordinated state program of education. Such a state is handicapped at every turn. It must stand still or slip backward while its neighbors move onward.

Why is Legislation Important?

The general purpose of this paper is to show why state school legislation is important and why, since it is important, school legislation should be planned. Legislation concerning the public school possesses peculiar importance in the United States. In the first place, our school system is very largely a system of public education supported by public funds, open to the public at large, and therefore, subject to minute public regulation. Furthermore, education in the United States is largely a state responsibility, and it therefore becomes the duty of state legislatures to provide a system of public schools by law, and by law to adapt these schools to the changing needs of a complex civilization.

However, to say that school laws are important is not to say that every matter concerning the schools is an appropriate subject for legislative attention. Quite the contrary. It is because legislation is so important and so powerful that it should be definitely limited to its proper field. The legal right of any state legislature to pass laws concerning almost any aspect of the state school system need not be questioned, but the wisdom of using legislation in

fields where it is inappropriate is doubtful. There are certain decisions concerning education which a state legislature must make; there are certain other decisions which it ought to leave to local authorities and to professional experts. It is well for a state legislature to fix the general scope of the public-school system. It is extremely unwise for the same body to attempt the professional task of minutely prescribing the entire school curriculum. The state legislature is the most competent body to determine in a general way the sources of school revenue, but it is not in a position to determine in great detail the exact proportions of revenue which should be spent for various functions of education.

To summarize thus far, school legislation is the ultimate means by which a democratic society shapes its educational policies. As such, school legislation is important to every teacher and to everyone interested in the orderly progress of education in a given state. Each of the 48 state legislatures bears a large share of the responsibility for making real the American program of education. Every time a state legislature convenes, events are likely to occur which will profoundly affect education in the state for many years to come. The encouragement of wise school legislation should therefore be regarded as a legitimate responsibility by every school board and of a professional responsibility by every teacher and by every teachers' organization.

Why Plan Legislation?

Granted, then, that school legislation is of vital importance to the advance of education in particular and to the welfare and prosperity of the state in general, it seems obvious that there ought to be in every state a well-planned, far-sighted program of school legislation. In some states this is the case, but, speaking generally, the states are only beginning to attach to school legislation the importance which it deserves. When a state undertakes to plan its school legislation, it undertakes the one thing which, above all others, most profoundly affects its future development. Since this is true it is well worth while to inquire as to the characteristics of an effective program of state legislation.

First, a good program of school legislation will extend over a long period of time. An efficient state school system cannot be created overnight, nor does it spring up as the result of incantations and the waving of a magic wand. It is the result always of persistence during a long period of steady effort. It is especially important that those in a position of leadership with respect to state school legislation should appreciate the fact that progress comes only slowly. Failing to realize this fact may lead to one or both of two undesirable conditions. There may come a period of discouragement and depression resulting in loss of morale among the

HUMAN LIBERTY

It is much more easy to feel and to appreciate what is meant by human liberty than to define it. In the long course of human events, liberty has come to mean that freedom of thought, of speech, of endeavor, of accomplishment, and of possession which finds formal and legal expression in the historic documents which have marked the process of nation-building in Great Britain, in the United States, in France, and in Germany. These are summed up for all time in classic form in the first ten Amendments to the Constitution of the United States, which are usually referred to as the Bill of Rights. — Nicholas Murray Butler.

profession. Equally undesirable is the possibility that, unless the adoption of the educational program is seen as a long-time undertaking, the educational forces may be prevailed upon to accept weakening compromises with the opponents of good school conditions — compromises which may in the future constitute a stubborn bar to further progress. Generally speaking, experience seems to show that it is unwise to enter into any form of alliance, concession, or bargain to secure the passage of school legislation. "Be sure you are right, then go ahead" is a good motto for a program of school legislation. When the school people begin to bargain, they weaken their fundamental position. Ultimately, the American people will indorse any sound legislation which will improve their schools. Secure in this knowledge and in the knowledge that their proposals are for the welfare of the state, let the school people stick to their guns until a victory is secured without the surrender of fundamental ideals or principles.

Continuous Planning Advisable

The second characteristic of a good legislative program is closely connected with the first. Not only should the program be planned to cover a long period of time, but during all the period it should be continuous. Too often the history of educational progress reveals spasmodic attempts at improvement followed by long winters of educational hibernation. The methods of the brief and demagogic political campaign, ostentatious publicity, and the beating of the noisy drum of personal advancement are not the surest methods of securing educational advancement. Such methods, while they may seem to succeed, are always followed by the inevitable period of reaction. The disapproval of such convulsive and irregular methods of campaigning should not be interpreted as adversely critical toward a vigorous program of school publicity. On the contrary, a successful school legislative program will certainly keep the public completely informed of where it is going. The public is interested in its schools; it pays for them; it sends its children to them; and it has a right to know what is being done and what should be done for them. Successful school legislation, then, will take into account this vital interest of the public and will see that it is satisfied, not merely for a short time or by campaign methods, but steadily and consistently through all the many legitimate channels of public information.

Third, a successful program of school legislation will take into consideration the experience of the past and the current experience of other states. Although there are 48 states in the Union, it often seems to an observer of school legislation that each state had vowed never to learn anything from its neighbors. There are certain outstanding exceptions, and legislative isolation is rapidly breaking down, but speaking generally each state is still ignorant of the successes and failures of most of its neighbors. It is quite true that each state presents a peculiar educational problem, but these problems are far more alike than they are different. Agencies for facilitating such a study are now becoming more numerous and effective. Many states now maintain legislative reference divisions attached to their state libraries or to the executive branch of the state government.¹ The Library of Congress also maintains a legislative reference service which periodically publishes a complete index to state laws² and which conducts occa-

¹For a directory of these agencies see *State Government* 3:13, June, 1930.

²*State Law Index, 1927-28*. Compiled by the Legislative Reference Service of the Library of Congress. United States Government Printing Office, Washington, D. C., 1930.

sional special investigations in state legislation. The American Legislators Association, with business offices in Denver, Colo., is a voluntary association of members of state legislators which gives as one of its objectives the interchange of information concerning state legislation.³ The United States Office of Education publishes a biennial survey of important legislation in selected fields⁴ and also publishes more extensive studies of the legislative aspects of other educational problems.⁵ The Research Division, National Education Association, makes an annual summary of all important school laws in December of each year⁶ and publishes from time to time special studies bearing on state legislative problems.⁷ Other sources of information include survey reports, the published investigations of state departments of education and state education associations⁸ and a large number of books,⁹ monographs,¹⁰ articles,¹¹ and unpublished theses.¹² With such resources as these it would appear that to know what other states are doing in school legislation, and to be able to capitalize this experience is a mark of a good state school system. It is unreasonable to expect that the average state legislator confronted as he is with scores of perplexing and often insoluble problems can undertake extensive research among this mass of material. The legislator should expect and receive intelligent and competent advice from educational leaders in his state.

Why Use Research?

A good state school legislative program is based on research. At the best, there is still much of guesswork in education. There are, however, certain basic facts which can be found out and which ought to be found out and studied before a final plan of school legislation is proposed.

Two opposite methods of approaching this problem may be cited. Less than a year ago the Research Division, National Education Association, received from a chief state school officer a letter which ran substantially as follows: Gentlemen:

Our legislature is now in session and will adjourn within a few weeks. We are anxious to do something to improve our schools. Will you please tell us how we should proceed?

The writer of this letter was apparently attempting to derive a legislative program on the spur of the moment. Painstaking isolation and definition of the problems involved—the first step in research—had apparently not been undertaken.

Contrast this point of view with that shown in another state where several questions concerning the legislative basis for public education arose. On the recommendation of the state superintendent the legislature authorized an interim committee to investigate the needs of the state school system and made an appropriation for the conduct of the study. The state superintendent was made an ex officio member of the committee. The state department of education and other state educational agencies supplied the committee with facts needed in its investigation. The committee visited a number of other states where something could be learned which would be of value to their state school system. Conferences were held in Washington with staff members of the United States Office of Education and the National Education Association. In short, facts and expert advice were collected from a wide range of sources. In the light of this experience the committee is deriving a legislative program for the schools of the state.

These two contrasting state experiences show why research should be made the foundation of all school legislation. The second illustration is not intended to be a model for states to follow. Local needs and conditions should determine the type of program undertaken. In some cases it may prove desirable to employ outside advisers to study the situation and to make recommendations. In other cases, a more informal study of the problem by the educational leadership of the state will be most advisable. But, regardless of the details of method and procedure, the legislative program should finally rest on an objectively sound basis. Without the factual basis which research alone can provide the superstructure rests upon shifting sands, and may at any time give way.

Comprehensiveness Makes for Efficiency

Finally, the program of legislation which will make an efficient state school system is comprehensive. It visualizes the entire educational program of the state and includes in its scope all educational activities from kindergartens to adult education. Educators have long been asserting that education is a unitary process, but in the field of legislation they have too frequently seen only their own small segment of the program. The best school legislative plans of the future will be unified. They will not be built around a series of separate institutions and levels of education; they will not represent a

clumsy compromise between conflicting educational forces. They will instead embody the educational purpose of the entire commonwealth.

Such a unified program can exist only where there is an agency through which all educational interests may find an opportunity to incorporate their needs in a single program which is so vital, so fundamental, that it commands the respect and support of all groups. In most states this agency will be the state department of education, the state education association, other voluntary organizations, or a cooperative organization among these elements. Unless the educational forces propose a coordinated legislative program they need expect little real attention from busy legislatures. Petty bickerings, selfish prejudices, and conflicting programs are fatal to the successful consummation of a school legislative program. A social consciousness must be developed which will set the welfare of the entire state far above that of individuals and localities. There is no more difficult or more valuable field for the operation of a high order of educational statesmanship than in the welding of all groups of the profession into a single powerful force for the development of education in the state.¹³

By way of summary, these five rather obvious but vitally important characteristics of a good state program of school legislation will be listed:

1. Careful planning far in advance.
2. Continuous and effective publicity.
3. Utilization of the experience of other states.
4. A research basis for changes proposed.
5. Organized unity of purpose in the entire educational profession.

School legislation which is planned over a long period of time, which is adequately and continuously interpreted to the public, which capitalizes the experience of other states, which takes into consideration the basic facts of the situation as revealed by competent research, and which is comprehensive in its scope, is bound to result in far-reaching improvements in our state school systems. Such a program in every state for the next ten years would place state school administration on a new plane of effectiveness.

¹³For a discussion of this point with respect to the state education association see J. M. Gwinn, "State Teachers Association Legislative Program," *Sierra Educational News*, 25: 11 (September, 1929). See also Marsh, Arthur L., "State Teachers Associations and Educational Legislation," *Texas Outlook*, 14: 7-8, Sept., 1930.

³For a statement concerning the officers and objectives of this association, see its official organ, *State Government*. Equitable Building, Denver, Colo.

⁴Ward W. Keesecker, *Review of Educational Legislation, 1926, 1928*, Bureau of Education Bulletin, No. 27, 1929. U. S. Government Printing Office, Washington, D. C.

⁵See for example: Ward W. Keesecker, *Digest of Legislation for the Education of Crippled Children*, Bureau of Education Bulletin, No. 5, 1929. U. S. Government Printing Office, Washington, D. C.; F. H. Swift, and B. Zimmerman, *State School Taxes and School Funds and Their Apportionment*, Bureau of Education Bulletin, No. 29, 1928. U. S. Government Printing Office, Washington, D. C.; Nina C. Vandewalker, *Kindergarten Legislation*, Bureau of Education, No. 7, 1925. U. S. Government Printing Office, Washington, D. C.

⁶"State School Legislation, 1929," *Studies in State Educational Administration*, No. 1. Research Division, National Education Association, Washington, D. C., December, 1929. Mimeographed, 57 pp.

⁷See for example: "A Self-Survey Plan for State School Systems," Parts I and II, *Research Bulletins*, Vol. 8, Nos. 2 and 3, March and May, 1930. Research Division, National Education Association, Washington, D. C.

⁸See: "Research Completed and Under Way by Certain State Agencies," *Studies in State Educational Administration*, No. 4. Research Division, National Education Association, Washington, D. C., March, 1930. 12 pp.

⁹See for example: Ralph W. Swetman, *Outline and Digest of California School Law*. Stanford University Press, 1926; James B. Edmonson, *Legal and Constitutional Basis of a State School System* (Michigan). Public School Publishing Co., 1926.

¹⁰See for example: Lester Nelson Neulen, *State Aid for Educational Projects in the Public Schools*. Teachers College, Columbia University, 1928. Contributions to Education, No. 308. 84 pp.

¹¹See for example: William G. Carr, "Recent Laws That Affect the Teacher Directly," *The Nation's Schools* 5: 53-55. (May, 1930).

¹²See for example: Louis Edward Oberson, *The Status of the County in Financing Education West of the Mississippi*. Unpublished Master's Thesis, Stanford University, 1929.



SAFETY AT SCHOOL CROSSINGS

Evanston, Illinois, has supplied the pupil traffic officers at crossings near schools with a stop signal in the shape of a red flag attached to a pole. The device has been found immensely satisfactory. (Int. Newsreel Photo.)

Class Control in Supervised Study

Prof. L. R. Kilzer, University of Wyoming

The old-type study hall in which each pupil spent two or more periods each day, gave rise to a large percentage of the disciplinary problems that confronted teachers and administrators in school. In supervised study, with its lengthened period, the pupil spends a large part of his time in the classroom, and teachers are therefore interested in securing good class control. There are, of course, no panaceas or cure-alls, but there are some suggestions that have almost universal application. Some of these suggestions follow:

1. *Class control should be approached from the sociological point of view.* The pupil should be led to regard himself a member of the school group, and he should feel that he is responsible for the welfare of that group. Class control should be social in its nature. It should come from within the group rather than from without, and the teacher should be regarded as a member of the group. Too often there exists a teacher-versus-pupil attitude in which the teacher is considered an enemy and an outsider. Rapport is entirely lacking in such a situation, and conditions are not conducive to satisfactory scholastic results.

Social control is represented by the following illustration: A pupil causes a disturbance that lasts for one minute. His attention is called to the fact that he wasted not only his own minute, but also one minute of the teacher's time, and one minute of the time of each pupil in the group. When he responds in an acceptable way to this kind of suggestion, social control is succeeding. It is sometimes necessary to isolate certain problem cases in class control, and to treat these pupils as individuals until they choose to cooperate with the group.

Mastery of Subject Matter

2. *The teacher must know his subject matter.* Beginning teachers in the forty-minute periods frequently ran out of something to say or something to do. The supervised-study period should usually be approximately sixty minutes in length, and it therefore calls upon the teacher for greater resourcefulness. The one-textbook teacher is very unfortunate. There is usually available a wealth of supplementary material, and the teacher's experience should also afford interesting side lights. It is not at all surprising to find that pupils do not like re-citing, because that means simply to give over, in more or less parrot fashion, that which the book has given. That "the blind cannot lead the blind" is a common saying, but it applies with peculiar force in the teaching situation. The teacher who is to have good class control must know more than any member of the class knows about the subject discussed; otherwise he will lose the respect of the group, and incidentally he will lose his control over the group. Both teachers and school officials should frown upon the practice whereby a teacher is permitted or required to teach in a field of instruction other than his major or minor, because such a practice very frequently leads to poor preparation on the teacher's part.

3. *The teacher must know and use good methods.* There is a great difference between knowing subject matter and knowing how to teach it to boys and girls. Pupils are not slow in detecting poor methods. Somewhere they have come into contact with a master teacher who has inspired them and who has secured splendid results. By comparison, the teacher who uses poor methods will suffer, and will lose the respect of the pupils, and control over them. Good teaching and good discipline go hand in hand, and good discipline is rarely, if ever, found where the teaching method is poor.

A Definition of Supervised Study

The supervised-study technique calls for an understanding of just what supervised study means as a method of instruction. The following definition is therefore proposed. *Supervised study is the procedure whereby each pupil is given encouragement and wise guidance in all of his learning activities so that he may become self-reliant and efficient in all of his intellectual pursuits.* Careful adherence to the implications of this definition will do much by way of improving the method of teaching in supervised-study procedure, and should help very materially in getting good class control.

4. *The teacher must be enthusiastic about his work.* It has been said with much truth that "one gets out of anything about what he puts into it." The teacher who is enthusiastic about his work and who is willing to put into it his very best efforts will generate in his pupils a similar enthusiasm which will take care of almost all disciplinary problems effectively. The supervised-study period will seem too short rather than too long under these conditions.

5. *Begin teaching when the attention of every pupil has been secured.* No teacher can teach a group successfully unless he has the attention of every member of that group. In supervised study it is often both wise and economical to teach and supervise a group, rather than an individual, when all the members of that group are meeting the same difficulty. Usually it is effective simply to stop, look, and wait, and to say nothing, but look all the while in the direction of the pupil who is out of attention. If the pupil's interest is aroused, if the presentation holds a real challenge, and if there is a real motive for doing the work, attention is usually obtained.

Beginning Right

6. *Begin right.* It is impossible to overemphasize the importance of beginning right. The first class period, and certainly the first week, will determine in a large degree the probability of the teacher's success with a class. If the supervised study of the first day is a failure, supreme effort will be necessary to start the second day's work without a handicap. Careful planning and complete preparation are highly essential. It is better to be a bit too strict the first day than to attempt later on to be more exacting in matters of class control.

7. *Invite the pupils to participate in making and enforcing the few necessary rules for class control.* There is a very real difference between pupil participation in class control and the so-called pupil "self" government. The former terminology is infinitely better. Pupils should be permitted to participate in school government to the extent that they show themselves capable and worthy, but should not be promised complete self-government which involves the shifting of responsibility from tried shoulders to untried shoulders. Pupils who have had a voice in determining the necessary rules for class control can be depended upon in almost every case to give whole-hearted cooperation in the enforcement of those rules. Control of this kind is social in its nature, because it comes from within the group.

8. *Be sympathetic and learn to understand boys and girls.* While indulgence should be carefully avoided, there is need for sympathy on the part of the teacher. Many splendid books and articles have recently been written on the nature of the adolescent boy and girl. Supervised study calls for more intimate contacts with pupils, and naturally a better understanding of their nature is essential. Class control will be improved if the teacher bears in mind

that these pupils are often quite emotional, and that they rarely mean to be rude or obstinate.

Encouraging to Better Work

9. *Make frequent use of the principle of substitution.* When pupils have worked at one thing for a considerable time, it is a good plan to have them do something else for a while. If considerable time has been devoted to assimilation or study, some time might well be spent in some other activity. The teacher needs a *do program* rather than a *don't program*. Something of a worth-while nature should be substituted for some undesirable thing that pupils are about to do. In this way class control or discipline will be improved.

10. *Give whole-hearted encouragement to all who deserve it.* Every pupil who has made worthy effort should receive commendation. Bright, fast workers will gladly attack the enriched assignment if they know that their efforts are appreciated. Dull, slow pupils will put forth their best efforts if they know they will be commended after they have worked up to capacity. Encouragement may be given very quietly to an individual or to a group by a nod, a smile, or even a few remarks. Teachers who persist in constant faultfinding cannot succeed in supervised study.

11. *Distractions should be avoided so far as possible.* In supervised study, the classroom becomes in reality the pupil's workshop. The very best of working conditions should be provided. The open door, the telephone, tardy pupils, whispering, and other distractions should be carefully taken care of. It is a good plan to permit pupils to have approximately five minutes at the beginning of the study period in which all are given an opportunity to whisper, borrow books or other equipment. At the end of the five-minute period all are to start their work without any permission, except in very rare cases, to communicate further. Whispering disturbs other pupils because it is human nature to listen in on the conversation of other people.

12. *Physical factors, such as temperature, humidity, light, ventilation, seats, etc., need attention.* Since the pupil spends more time in the classroom under the supervised-study procedure than he did under the old recitation-type procedure, it is imperative that more attention be given to the matter of making the pupil comfortable. Adjustable desks and convenient tables should be given much consideration in the new classroom.

Handling Disturbers

13. *Isolate the pupil who insists upon disturbing others.* When a pupil will not fit into the social-control method of discipline, he should be isolated in a certain part of the room, or perhaps in another room or in the principal's office until the teacher has time to teach him alone. The teacher should, nevertheless, handle such cases alone whenever he feels sure that he can do it successfully. To call in help is an admission of inability to handle the case alone, but surely it is better to call on the principal or superintendent than to permit the situation to get beyond control.

14. *The teacher must have confidence in himself.* The teacher who gives evidence of calmness and sureness of himself will usually get the respect of the pupils, but the teacher who says: "John, I don't know what to do with you," invites loss of respect, and loss of control of the class. The best way to get this confidence is to prepare well both in regard to subject matter and in regard to methods.

15. *The teacher must be patient and tactful.* The teacher who is irritable and who loses his

(Concluded on Page 111)

A Notable School-Museum Project

C. Valentine Kirby, Director of Art Education, Harrisburg, Pa.

Gymnasiums for the exercise of our physical bodies are common but a school museum for the exercise of the aesthetic sense is rare indeed. The school district of Easton, Pa., has undertaken an enterprise that is both inspiring and suggestive.

A very interesting old building, a hundred or more years old, of lovely Colonial type stood on school property — a poor, useless old thing — but somehow it sent out a silent but effective challenge to the imagination of Miss Edith Sturtevant, the supervisor of art education. Dr. Bay, superintendent of schools, lent his enthusiastic support to the idea and Mrs. Wm. B. Plank, the one woman member of the school board, enthused to such an extent that finally the entire board fell in with the idea and the old house was reconditioned and fashioned into an art museum for all the people. It is a charming house both within and without, as you can see from the illustrations.

Big things have already been done in this little museum. Here is a partial list of exhibits covering an impressively wide range:

1. Flower show and town-planning exhibition (Prizes for flower arrangements were offered by the parent-teacher associations.)
2. Pictures (oils) of value owned by a resident. One room of work by Easton high-school graduates who are in art schools.
3. Old quilts
4. Exhibit of oils and water colors
5. Etchings, block prints, and lithographs. Loaned by Philadelphia Print Club
6. Domestic architecture — American Federation of Arts
7. Exhibit of local talent under auspices of art section of the Woman's Club
8. Articles under \$1 which have art quality (borrowed from local merchants)
9. Landscape-gardening exhibit
10. School-art exhibit
11. Exhibit of work of special classes under direction of the manual-training department.
12. Town planning exhibit with Easton, past and present, pictured by photographs
13. American silk prints
Exhibits of silks made by Eastern manufacturers
14. Original drawings by eminent etchers (assembled by the American Federa-



EASTON SCHOOL MUSEUM, EASTON, PENNSYLVANIA

tion of Arts). Etchings loaned by Eastonians

15. Small sculptures (done in soap) selected from New York Show and loaned by National Small Sculpture Committee. Exhibition of Christmas cards selected for their art quality (loaned by the artists).
16. Original drawings and paintings by the pupils of the famous Professor Cizeck of Vienna (exhibitors' ages from 7 to 16).

17. Graphic processes illustrated: lithographs, halftones, line cuts, etchings, color processes. Examples of good advertising and printing from local firms

18. American handmade pottery

Particularly interesting is the idea back of the inexpensive articles (under \$1) loaned by local merchants, which was explained as follows: "The purpose of this exhibit is to show how the commonest things may have art quality. The Greeks said 'That is beautiful which beauti-

(Concluded on Page 111)



TYPICAL CORNERS IN ROOMS OF THE EASTON SCHOOL MUSEUM

The black and white pictures convey no idea of the charm of these rooms with their gay exhibits and harmonious wall decorations in lively colors. The furniture is largely antiques from Easton and vicinity.

Should Teachers' Salaries be Reduced to Meet the Present Economic Depression?

C. R. Anderson, Superintendent of Schools, Richey, Montana

At the present time the people are thinking in terms of higher taxes, higher prices for food and materials, high prices for machinery, and low prices for their products. In this depressing situation, they are looking to cutting down their costs, and in school affairs they naturally turn to teachers' salaries, which represent about 70 per cent of the school budget. They reason that, if they can get a suitable teacher for \$10 to \$20 less per month, they should do so. Looking at it from their viewpoint and from their present situation, we cannot blame them.

But, there are other angles from which to look at the matter. One is this: What is the economic depression? Is it temporary, or permanent? Are other salaries being reduced?

As to the first: Without going into a discussion of the various national problems, we are safe in making the statement that the present economic situation is a recession and not a panic, and that it is temporary. The recession began in the fall of 1929, and is now, according to noted economists and surveys, just at its lowest ebb. It will in all probability continue through the winter, but from then on indications point to a revival of business. The augury of a greater prosperity than America has ever known was sounded by Mr. Charles M. Schwab on October 24.

It is the natural thing for some people to act on the spur of the moment. They take the present depression as a panic and immediately begin acting accordingly. They see only their own little narrow interests. The end of the world is here for them. All costs must be reduced. Money must be hoarded, and all investments must be cashed at once, even at whatever loss. These people are looking at their own temporary sphere and forget the entire economic picture.

The Whole Economic Picture

The present total wealth of the United States is greater than ever before. Our loans out of the country now are greater than ever before, amounting to approximately 370 billions of dollars. The yearly income of our people is close to 90 billion. The nation's savings accounts total 27 billions, which has increased also during the past year. We spend 12 billions a year in the purchase and upkeep of passenger automobiles. Theaters, soft drinks, ice cream, and candy cost us six billions. We spend two and one-half billions on education. The figures speak for themselves. We can keep on spending 16 billions for cars and luxuries, but we want to reduce the \$1,750,000,000 spent on teachers' salaries. People who think in terms of a panic are quick to seize on items to cut down which involve others, but do not for one minute think of cutting down those items which have to do with their own personal habits. Our reasoning and information tells us that the depression is temporary, but even granting that it is wrong, and that the depression will continue for a number of years, where should a reduction be — on cars, candy, tobacco, or on education? Which means more to the nation — the passing enjoyment of a smoke or a bar of candy or an hour at the theater, or the proper training of the boys and girls? And remember that you cannot expect as good teachers for the reduced wage as you can for a better wage. There are other classes of work paying a better wage that will draw the teacher.

Economic Growth is Continuous

Industry is expanding as never before. The

average man has more wealth, but possibly less ready cash today. Large projects of building, such as dams, roads, etc., are going forward apace. The picture is like that of a horse that is running along at full gallop, and suddenly sees an obstacle in the distant path. The rider and horse prepare for the leap and go over the obstruction. A poor horse would fall. That is the way most people in a position to size up the problem look at it. The present depression is the obstruction in the way. But, the United States has been going forward all the time, and backed by the tremendous wealth and energy of the nation, will be forced over this hurdle of low prices and hard times, and will thereby gain a new enthusiasm and go on to higher prosperity. It is more a matter of willingness to pay than of ability. Not long ago, Col. Leonard P. Ayres pointed out that there is no deep-seated economic situation, which is calculated to bring about any extended period of depression.

Now, if the depression is temporary, or permanent, would it be justifiable to reduce salaries? Are other salaries being cut?

The wage earner has seen some cuts but that is normal with him — working on a sliding scale according to supply and demand. Clerks and office workers in general, according to statistics, are not being reduced in salary. However, their number is being reduced, which is a logical move. The professions are not reducing their incomes. You pay the same if not more, today, for medical, dental, and other treatments. The barber is getting the same remuneration, and more in some cases. Business men are receiving the same, if not more, for their goods. Prices are lowered in places, in order to cut down the inventories.

Are Teachers' Salaries High Enough?

In the face of this, is it justifiable to reduce the teachers' salaries? If teachers' salaries were reduced now, what assurance would we have that they would be raised when the times are good? The answer to this comes in this statement: It has taken fifteen years to get a noticeable raise. With a reduction now, the work of educating the public for these fifteen years to a fair salary for teachers would be undone.

The core to the whole problem lies in the question: Are teachers' salaries now as high as they should be? That is, of course, in comparison with other occupations. The answer to this hinges on what other salaries should be used as a comparison. Are teachers to be classed as a profession, or merely as an occupation? We have all heard speakers get up on the platform and, in flowery words, proclaim what an honorable and serviceable profession teaching is. But, when it comes to paying for this profession and this tremendous service, that is an entirely different matter. Whether the depression is temporary or permanent, reduction is unfair if the teacher is not getting as much salary as classes of workers who require the same preparation to hold their jobs. Probably the statement is true that, we as a body of teachers, are not a profession. Our average occupational life is too short, our preparation is not intense, nor concentrated enough, and for many other reasons. Be that as it may, teachers should rank at least with salaried employees, and the average of all gainfully occupied persons. Let us see if they do.

In 1913, the average salary of all public-school teachers, principals, and supervisors in the country was \$512. In these figures was the fact that city-school teachers received an annual salary of \$725, while those in rural

schools had an average salary of \$350. At that time, practically anyone with an eighth grade, or with some lower education, could go out and teach.

TABLE I. Adult Wage Earners' Income in 1913 and 1926

Occupations	Average Salaries in 1913	Average Salaries in 1928
Teachers, principals, supervisors	\$ 512	\$1,364
Gainfully occupied.....	965	1,920
Salaried employees.....	1,066	2,075
Wage earners.....	594	1,220
Government employees.....	1,136	1,853
Rural teachers.....		750
Rural principals.....		2,200
Rural workers.....		1,000
Classroom teachers (elementary).....		1,212
Urban workers.....		1,800 ¹
Manufacturing.....		1,309
Union workers.....		2,502
Routine clerical workers.....		1,440
High-grade clerical workers.....		1,908
Second-class subprofessional government workers.....		1,484 ²
First-class subprofessional government workers.....		2,094 ¹
Third-class professional government (required college).....		2,334 ¹
Second-class government employees.....		3,910 ³
First-class government employees.....		5,675 ⁴
Ave. salaries of ministers.....		1,744

¹Figure for 1926

²Less than college education required

³College education and extended preparation required

⁴College education and graduate study required

Salaries paid all teachers in cities of 30,000 and above have a median of \$1,800 and above for the various classes.

TABLE II. Median Salaries of Teachers in Cities Population of Cities Year 1927

Population of Cities	Year 1927
100,000 and over.....	\$2,250
30,000-100,000.....	1,800
10,000-30,000.....	1,600
5,000-10,000.....	1,500
2,500-5,000.....	1,375
Villages and towns.....	1,194
One-teacher rural schools.....	755
Two-teacher rural schools.....	763
Three-teacher rural schools.....	874

TABLE III. Salaries of Montana Teachers in 1926¹

Classification	Salaries
One-two-room rural schools.....	\$ 800
Elementary schools in third-class villages.....	1,150
Elementary schools in first- and third-class cities.....	1,200
All classes of elementary teachers.....	1,050
Third-class high schools.....	1,350
Second-class high schools.....	1,550
All classes of high schools combined..	1,525

¹The salaries of principals and superintendents are not included.

From these figures we see that the disparity between the salaries of the various classes of teachers is great. Some classes have salaries which compare favorably with those of other classes of workers, but other teaching groups have a salary so low that it does not begin to approach the average salary of all gainfully occupied persons in the country. In talking of reducing salaries, therefore, this point should be considered: Today, as in 1913, teachers occupy a disadvantageous economic position. Since that time, it is true, their economic position has improved, but not enough to lift teaching to a plane comparable with other occupations.

Teachers Still Low

The increase has decreased the disparity between teachers' salaries and those enjoyed by adult workers. The average salary in 1913 was 53 per cent of the average income of all gainfully occupied persons. In 1928, it was 71 per

¹A paper read before the administrators' section of the Montana Education Association, at Billings, October, 25, 1930.

cent. The average teacher salary today is a trifle higher than that of the wage earners, but lower than that of all the other classes mentioned.

On the face of this, teachers' salaries today are lower than the average salary paid other workers in the same class as to preparation, and therefore a reduction would be unjust.

If reductions are made, it will be due to the teachers' own professional deficiencies. The public will be justified in reducing salaries if teachers are not placed in the field, who will gain public respect, and who will be truly qualified to teach the young.

The number of persons admitted to medical courses is rigidly restricted. Not only is the quality of candidates taken into account, but the number of new doctors needed is carefully watched. There are less medical schools in the country today than formerly, and the number of new doctors has been regulated for the next period of years.

The teaching profession could well afford to profit from this example. Very little attention whatever is paid to the quality of those applying to our training schools. Anyone with normal senses, and some without these, and having a high-school diploma, can train to become a teacher and get a job. Consequently, we have teachers in the profession who have not the mental ability, the character, nor the personality requisite for good teachers. No wonder some people have a poor estimate of those in the profession. It is true our requirements are growing year by year, but the fact is that these requirements do not always guarantee better teachers. They say that, in order to teach in the future, a person must have so many more quarter hours or semester hours, or must have taken so many courses in education. What does that have to do with the kind of teachers we will get? Anyone with average intelligence can take these extra courses and get a certificate. Teaching today, is something more than knowing about the subjects to be taught. We need more teachers endowed especially by nature for the high office of teaching.

"What's Wrong With This Picture?"

A fragment of school-board drama, still unfinished, taken from actual experience in a small mid-western town.

Scene: Office of Lem Brown, secretary of the school board. Desk. Chairs. Cuspidor. Blue haze fills the air. Two members of the board, Will and Earl, chatting with Lem.

Enter Frank and Jud, who take pile of bills offered by the secretary and begin to read them. Discussion in undertones in regard to one of the bills, which is then laid aside.

Enter "Prof.," the superintendent, who exchanges greetings and sits with members who are reading bills. Volunteers an explanation of some of the bills. Jud asks Prof. about the bill which had been laid aside. Explanation. Bill is signed.

Enter "Doc.," the president, with firm tread. Greetings.

Doc.: "How are the bills? Have 'em all checked?"

Jud: "All except one or two, which are questionable."

Doc.: "Let's come to order. Lem, call the roll."

The secretary calls the roll by name, each member responding.

Doc.: "Let's have the minutes of the last meeting." Lem reads, stumblingly, the minutes. Motion to approve is suggested by Doc., and passed.

Doc.: "How about the bills? Somebody make a motion to O.K. these bills?"

Frank: "I'll make a motion to allow the bills as audited by the finance committee." Seconded.

Better Selection in Training

According to recent estimates, we have an oversupply of teachers in the country today. Ten years ago, we had 100,000 teachers in training; today we have 300,000. There is one elementary teacher in training for every four in the profession, and one high-school teacher for every two in the service. We can say that there is an oversupply of teachers today, but not of well-qualified teachers.

Training schools do everything in their power to swell their enrollments without due regard to the quality of the pupils. What we need is a more statesmanlike policy as it affects the preparation of the Nation's teachers. So long as we keep pushing out teachers by the wholesale, without regard to quality, people are bound to get disappointed in some, and they cannot be blamed if they talk of reducing some salaries.

The thing to do is not to throw the blame on teachers' salaries for this depression. We must find the cause. We must find out why it is that a depression of a year's time should cause people who have been in the particular communities for years to attempt to cut a few dollars off the checks of the teachers.

After all, the real problem is one of readjusting the school income. As it stands today, the tax burden falls heavily on the man with land. In places this might be all right, but today and in the sections of the country where things are produced on a large scale, we find that with the low prices of farm products, the high prices for material the farmer needs, and also the business man, is at a point where during many years he does not make his taxes. Any additional tax needed is nearly always placed on top of what he has. Tax those things which are not now taxed and take part of the burden from the lands and things now taxed so heavily. If the next legislature of Montana enacts some of the resolutions of the high-school law-revision commission, which has just completed a study of these matters, then we will see some of the tax inequalities eliminated, and the grumbling for a reduction of teachers' salaries will pass away.

Doc.: "Call the roll, Lem." The secretary calls the roll for yeas and nays on allowing the bills.

Doc.: "What's next? Have you hired the summer janitor, Earl?"

Earl: "Not yet. Whose turn is it to be summer janitor? Charlie came to me about it, but I told him —." (Here follows a discussion as to merits of four janitors and the hiring of one of them for the summer. Doc. finally refers the decision to the committee on buildings and grounds.)

Will: "How about this music teacher? She came to me again this morning to get a release from her contract. Are we going to release her?"

Prof.: "She asked me if it would be all right for her to go to each member of the board about it. I told her to go ahead, but I warned her that

WORK VS. PLAY

"All work and no play makes Jack a dull boy" is more true today than it was when first written. The adventure in work today, the sense of achievement, is limited to the few who plan, control, and direct. Even the so-called professions are so specialized and standardized that the 'run of the mine' holder of a qualifying certificate or diploma finds his interest in leisure time outweighing his interest in work time because his leisure time is coming more and more to be the time he can do, or try to do, what he actually wants to do, not what he is forced to do in order to make a living."—Will R. Reeves.

they had all given me their decision already. She does want, pretty badly, to get off."

Will: "Then why did she sign her contract? We gave her plenty of time to decide. I don't know what you fellows think, but I'm not in favor of releasing her." Follows a discussion on the release of a teacher, who has been offered slightly better salary in a neighboring town. Consensus of opinion finally arrived at, as follows:

1. We are under no obligation to the school at H— to release her to them.

2. The salary increase is too slight to call it a "promotion."

3. She may not give us her best next year if we hold her.

4. She seems determined to get off. We will probably have to release her in the end.

5. There are plenty of other candidates, if we act now.

6. We had better let her wait a few days more, so that she won't give other teachers the impression that she got off too easily.

7. Let Prof. notify her of her release before it's too late for her to accept at H—.

8. Prof. must secure applications for the position at once, from all sources available.

Prof.: "I have some applications for this position already, since I have known of H—'s offer for several days. Here they are. I have culled out most of them." He passes five or six sets of credentials around among the members. Explains and comments on each to individuals. Members of the board comment on several.

Doc.: "Which one do you recommend, Prof.?" Prof. recommends one, with brief explanation.

Frank: "What salary did she want?" Question answered. Discussion follows. Argument develops. Final apparent agreement.

Doc.: "Let's take a shot at this girl from Grinnell at \$140. What do you say? Somebody make a motion to elect her?" Motion made. The secretary calls the roll. Vote is unanimous.

Doc.: "Prof., you better go and call her up on long distance, to see whether she will accept. Go and get the call in now." Prof. goes to other room to obey.

Doc.: "While we're waiting, is there any other business? What about the census? Who will take it next month?"

Jud: "Lem always takes the census in June, don't you Lem?" The secretary agrees and promises to begin soon.

Earl: "What are we going to do about the painting this summer? Are we going to do any painting at the high school? It's the high school's turn, isn't it?"

Jud: "I thought we were going to paint all the outside parts of the buildings this summer. It's been five years since the window frames were painted outside." Follows a discussion and argument about the painting. Doc. refers the question to the building committee, Earl, chairman.

Earl: "I don't want to have everything to say about whether we paint this high school building inside. I think the whole board ought to settle it. Let's have a motion if you all want to paint." Doc. steam-rollers the motion authorizing the buildings committee to secure painters, buy paint and complete the job before September first. Prof. returns from the phone.

Prof.: "That music teacher says she will accept the position at the salary offered."

Doc.: "Any other business?"

Will: "Lem, will your book check with the treasurer's book? I mean, if you subtract the outstanding warrants, will your balances check?"

Lem: "We did check balances every month for the first two or three months after Jim became treasurer in 1926, but then some old warrants came in and we haven't been able to get together since. Jim just takes the bank balance

(Concluded on Page 111)

Injuries to School Children

Newton H. Hegel, Director of Attendance, Minneapolis, Minn.

The protection of school children from accidents of all types is a growing problem in school administration. The life within the school is becoming more complex. Changes in the curriculum and in the social organization of the schools have introduced new hazards. Certainly the traffic hazards through which the children must make their way to and from school have increased enormously in recent years. Since the school is responsible for the well-being of the child for a considerable share of the day, certain administrative practices are necessary to insure the proper handling of accidents which occur. This article deals with accidents to school children in Minneapolis, as reported by the schools for the past four years. Only accidents occurring within the school, or on the school grounds, were included in the study. Even before the reports were tabulated, the first conclusion became obvious: The instructions concerning the reporting of accidents were interpreted differently by the respective schools.

Under the heading "Duties of principals" in the rules and regulations of the Minneapolis public-school system, the following paragraphs concerning accidents are included:

"They shall report promptly to the superintendent of schools, on blanks furnished for this purpose, all serious accidents, whether to pupils, teachers, or janitors.

"Emergency accidents requiring immediate attention should be reported to the General Hospital of the city of Minneapolis, and to the parents of the injured child. If hospital service is necessary, unless otherwise directed by the parents, the injured person shall be taken to the General Hospital."

A specimen report is submitted:

The routine requires that this form be filled out by the principal and sent to the superintendent's office. Here it is reviewed by the assistant superintendent concerned who investigates all serious cases. The report is then sent to the director of hygiene. The terms used in reporting types of accidents and the treatment given have not been standardized. In the tables that follow, classifications have been set up on the basis of the terms actually used in reporting.

On the basis of these instructions, some principals reported only serious accidents, while others reported the more trivial ones as well. In spite of this lack of uniformity in reporting, however, some general conclusion may be drawn from the data concerning accidents to school children, and the administrative procedure set up to prevent or treat such accidents. Table I shows the distribution of the 4,877 accidents to school children, reported by Minneapolis principals during the four years, 1926 to 1930. The distribution is according to general location and administrative units in which the children were enrolled.

Accidental Increase in Advanced Grades
It is significant that the proportion of accidents increases in the advanced grades. This is

attributed to the newer types of activities and to the increased complexity characteristic of the modern secondary school. Other facts revealed by the table can be discussed more profitably in connection with the detailed tables which follow. Injuries to children in the elementary schools, including seventh and eighth grades, not in junior high school, are treated first, and the discussion of injuries to junior- and senior-high-school students follows.

TABLE II. Injuries in the Regular Classrooms of Elementary Schools, 1926-1930

	Kgn.	1-6	7-8	Spec.	Total
Injured on furniture	27	80	4	7	118
Injured in construction work	12	32	7	17*	68
Injured on doors	5	10			15
Burned on radiator	3	1			4
Fell down	10	17		2	29
Injured by pen or pencil		12	4	1	17
Injured by another child	2	11	3	1	17
Miscellaneous	3	24	4	3	34
Total	62	187	22	31	302

*Includes industrial work given to special classes.

Number and Type of Injuries

It is apparent from the foregoing table that the accidents in kindergarten are more than twice as numerous as those in the regular class-

TABLE III. Injuries in Industrial-Arts Classes in 7th and 8th Grades

Manual Training:		
By tools	47	
Other injuries	16	63
Sewing:		
On sewing machine	26	
Cut by scissors	5	
Other injuries	6	37
Cooking:		
Burned or scalded	7	
Cut by knife	6	
Other injuries	3	16
Total	116	

Injuries in Buildings Outside of Classrooms

A total of 181 accidents are shown in Table V to have occurred within the school buildings, but outside the classrooms. Of these, 45 occurred on stairways, and as many more occurred on doors. These generally occur as the children are arriving at school, or passing to and from classes. The relatively small number of accidents occurring at drinking fountains, or due to collisions, indicate that the corridors are well supervised.

Playground Injuries Most Numerous

When we turn to the playground we find numerous accidents, as might be expected. These are shown in Table VI. The largest number occur in ball games and in other running games. A very considerable number occur on

Table IV. Gymnasium Accidents

	Grades 1-6		Grades 7-8		Total		Total
	Minor	Serious	Minor	Serious	Minor	Serious	
Injuries on apparatus	11	1		1	11	2	13
Gym. activities, not on apparatus	20	6	9	3	29	9	38
Jumping			1	6	1	6	7
Playing ball	39	4	17	4	56	8	64
Other running games	9	1	8	1	17	2	19
Collisions	44	1	7		51	1	52
Fell down	18				18		18
Hurt by another child	12		2		14		14
Miscellaneous	11		4		15		15
Total	164	13	48	15	212	28	240

rooms of any other elementary grade. The accidents in the other grades are distributed very evenly. For this reason the full detail by grade is not included in this table.

The largest number of injuries of any one type are those incurred by children in falling against furniture. The next largest number are incurred in construction work of various kinds.

Activities in the modern curriculum are accompanied by increased hazards, as indicated by Tables III and IV, which show the number of injuries incurred in industrial-arts and gym-

Table V. Injuries Occurring in Buildings Outside of Classrooms 1926-1930

	Kgn.-6	7-8	Total
Fell on stairs	40	5	45
Injured on doors	39	3	42
Injured on fountain	17		17
Burned on radiator	17		17
Collisions	9	1	10
Falling in halls	20	2	22
Injured on lockers or furniture	10		10
Miscellaneous	15	3	18
Total	167	14	181

playground equipment. The accidents are sufficient in number to raise a question as to the desirability of such equipment on the school playgrounds. The characteristic desire of children to throw things accounts for 77 accidents, despite the close supervision given to children on the playground.

The number of cases in which children are bitten by dogs is large. It is difficult to keep dogs from following children into the school grounds. When one considers the fright and other emotional disturbances effecting children bitten by dogs, as well as the serious hazard of the bite itself, it is apparent that extreme meas-

TABLE I. Summary of Injuries to School Children as Reported by Principals, 1926-1930

	Kindergarten to 6th Grade	7th and 8th Grades in Elem. Schools	Junior and Senior High Schools	Total
Classrooms	280	22	276	578
Industrial arts*		116	823	939
Gymnasiums	177	63	620	860
In building outside the classrooms	167	14	405	586
Playground — on apparatus	249	1		250
Playground — not on apparatus	1,275	85	304	1,664
Total	2,148	301	2,428	4,877
Average number enrolled	48,732	3,327	26,720	78,779

*Including Household Arts.

Table VI. Playground Injuries to Elementary-School Pupils

	Kgn.-6		Grades 7-8		Total	
	Minor	Serious	Minor	Serious	Minor	Serious
Injured on Apparatus.....	213	36	1		213	37
Playing ball.....	274	18	35	6	309	24
Other running games.....	177	21	8		185	21
Hit by missile.....	73	2	2		75	2
Injured on steps.....	54	7	1		55	7
Fell on ice.....	47	9	7		54	9
Sliding.....	26	6	1		27	6
Fighting or wrestling.....	40	4	3		43	4
Bitten by dog.....	53				53	
Miscellaneous play—injured self.....	245	24	13	1	258	25
Miscellaneous play—injured by another.....	166	29	8		174	29
Total.....	1368	156	78	8	1446	164

ures should be taken to keep school grounds clear of dogs.

The injuries occurring on playground apparatus are considered in detail in Table VII. Two hundred fifty accidents, 37 of them serious, occurred during a period of four years. Of these, 104 occurred upon swings which are probably the commonest and most popular type of playground apparatus.

Table VII. Injuries on Playground Apparatus—Detail 1926-1930

	Minor	Serious	Total
Swings.....	97	7	104
Teeters.....	46	11	57
Slides.....	29	10	39
Turning pole.....	27	6	33
Ladder.....	6	3	9
Rings and bars.....	8		8
Total.....	213	37	250

A number of accidents reported by principals occurred on the way to and from school, but outside the school grounds. There was so much variation in the amount of responsibility assumed by principals in reporting these accidents, and so much doubt as to what proportion came to the attention of the principal, that it was decided to exclude them from the study.

Playground injuries were tabulated according to the month in which they occurred, to determine whether the hazards were seasonal. While certain activities, such as playing ball, increased the number of accidents in pleasant weather, the distribution of accidents through the year was quite constant.

Causes of Accidents Similar in All Schools

The injuries occurring in junior and senior high schools were found to be due in general to the same causes as those in the elementary schools. The secondary curriculum apparently introduces some new hazards to children with the various shop and gymnasium classes affording a source of frequent injuries. The injuries in classrooms, other than shop or gymnasium, are shown in Table VIII. The laboratory introduces a new element into the high-school situation.

Table VIII. Classroom Injuries to High-School Students

	Minor	Serious	Total
Injuries on furniture.....	81	2	83
Injured by pen, pencil, knife.....	107		107
Fell or pushed down.....	15	1	16
Injured in the laboratory.....	35	1	36
Other injuries.....	33	1	34
Total.....	271	5	276

Injuries in School Shops

The injuries to boys occurring in shop activities are shown in Table IX. The various types of equipment responsible for these accidents are detailed. As would be expected, the machines were responsible for almost all of the serious accidents.

The injuries to girls in home-economics classes are shown in Table X. It seems to be quite common for girls to run sewing-machine needles through their fingers.

TABLE IX. Injuries Occurring in Shops

	Minor	Serious	Total
Cut, knife or metal.....	302	4	306
Chisel.....	26		26
Saws.....	36	5	41
Plane.....	26		26
Scratch awl.....	8		8
Other tools.....	21	2	23
Lathe.....	21	5	26
Jointer.....	16	9	25
Printing press.....	16	1	17
Sprayer.....	4		4
Other machines.....	21	5	26
Falling object.....	14	2	16
Burned.....	16		16
Sliver.....	15		15
Flying metal.....	11	6	17
Miscellaneous.....	30	3	33
Total.....	583	42	625

TABLE X. Injuries in Home-Economics Classes, 1926-1930

Sewing:	
Sewing machine.....	88
Scissors.....	10
Swallowed pin.....	2
Others.....	4
	104
Cooking:	
Cut, knife or tin.....	59
Burned or scalded.....	25
Others.....	10
	94
Total, domestic science.....	198

Gymnasium Accidents Numerous

The gymnasium accidents are shown in detail in Table XI. The high proportion of serious accidents is worthy of comment.

TABLE XI. Gymnasium Accidents in High School, 1926-1930

	Minor	Serious	Total
Indoor baseball.....	58	1	59
Basketball.....	30	5	35
Volleyball.....	15	1	16
Line football, soccer.....	20	6	26
Other games.....	20	3	23
Tumbling.....	24	10	34
Rings.....	22	7	29
Bars.....	14	6	20
Horse.....	12	8	20
Ropes, ladders, swings.....	23	3	26
Diving.....	10		10
Other pool injuries.....	32	1	33
Running, jumping.....	24	16	40
Vaulting.....	4	7	11
Collisions.....	72	7	79
Falling.....	59	6	65
Miscellaneous.....	86	8	94
Total.....	525	95	620

Four hundred and five accidents occurred in the halls and auxiliary rooms, of which 26 were serious. One half of the serious injuries occurred upon stairways. The minor injuries were very similar in character to those in the elementary schools.

The playground injuries, shown in Table XII, are similar in character to those in the elementary schools, but the proportion of serious accidents is larger.

For the purposes of administration, it is obvious that all accidents should be reported. One can never be certain that an accident will not prove serious. While school systems are protected by the common law against financial liability, there is, nevertheless, a certain amount of moral responsibility resting upon administrative authorities. The only way in which meas-

TABLE XII. Playground Injuries in High School, 1926-1930

	Minor	Serious	Total
Baseball or diamondball.....	51	9	60
Football or soccer.....	29	9	38
Basketball or volleyball.....	4		4
Hockey.....	4		4
Track and field events.....	14	10	24
Injured on steps.....	8	5	13
Injured on ice.....	2	2	4
Injured falling.....	64	5	69
Bitten by dog.....	6		6
Fighting, wrestling.....	8	1	9
Hit by missile.....	16	1	17
Collision.....	15		15
Cut, knife or tin.....	18		18
Miscellaneous.....	20	3	23
Total.....	259	45	304

ures can be taken to protect children against hazards of the types reported above, is to collect data concerning the need for protection.

REPORT OF ACCIDENT (PUPIL)		MINNEAPOLIS PUBLIC SCHOOLS	
Send to the Superintendent on date of accident. Principal keep a copy.		School _____	
Name <u>Dale Willman</u>	(Grade or position) <u>3B</u>	Hour <u>1:05 PM</u>	
Injury <u>Eye-brow cut.</u>			
Where and how the accident occurred (Cause and brief details) <u>Dale was catcher in a baseball game, and ran into the bat held by the batsman while endeavouring to catch a wide pitch.</u>			
Attention given <u>First aid. Then taken to General Hospital to have stitches taken. Mother works so could not be reached.</u>			
Probable length of disability <u>None</u>			
Witnesses <u>Jerome Beadle, Allwin Swanson, Rudolph Johnson</u>			
6-2-30 192 <u>E. C. Culbert</u> Principal			

The conclusions from the study point to a need for improved protection and for a standardized method of reporting. This would involve a clean-cut classification of the injuries reported, and the development of an adequate measure of their seriousness.

HANDLING OF SCHOOL FUNDS

"The most sacred of all public funds are those raised for school purposes. The custodians of these funds are in a very true sense the trustees, administering an estate for minor heirs. It is a credit to the State of Illinois that its school treasurers have in the past been men and women who looked upon their office as a sacred trust, and who have safeguarded the funds in their custody with the greatest care."

This is the introductory paragraph of a brief discussion on the subject of school funds, engaged in by Francis G. Blair, state superintendent of public instruction for Illinois. He continues:

"The instability in the banking situation in certain localities during the past five years has made it increasingly more difficult for custodians of these public-school funds to find a safe and secure place for depositing them. To be sure, there have always been sound banks and depositories within the reach of every such custodian, but human judgment in such matters is not infallible, and the result is that hundreds of thousands of dollars of school funds are now tied up in banks whose doors are closed. In the end it is believed that the school districts will not lose any money, but they are deprived of their funds within the period of litigation and in some cases it will work a real hardship.

"One thing thus emerged from the investigations made into the bank accounts of some of the school treasurers. In several instances it has been found that they have mingled the public moneys with their private funds. Where such a situation exists it is well-nigh impossible to predict what will be the outcome of the litigation to secure the return of the funds for school purposes. Of course, the bondsmen of the treasurer will in the end be compelled to make good all losses. This means further delay. It seems like an elementary principle that all custodians of public funds should keep the account of such funds separate and distinct from the deposits in their private account. Any failure to follow this principle cannot fail to lead to unfortunate results."

Business Efficiency in Education¹

James H. Risley, Superintendent of City Schools, Dist. 1, Pueblo, Colorado

We need to consider education in the light of an important business enterprise, involving in America an expenditure of nearly two and one-half billions of dollars, and employing nearly a million trained workers, the biggest single business in which the nation is engaged and generally conceded the most important. The stockholders in this concern are all the taxpayers and voters of the nation. The management is vested in the various boards and superintendents, state, county, and local, to whom the stockholders intrust the work of making finished products from certain materials furnished them.

The raw materials are the boys and girls, 30,000,000 of them, thrown into the great melting pot — the children from cultured homes and crude hovels; from wholesome moral environment and from dens of vice; from the descendants of the "first families" and the foreigner, just arrived, a conglomerate mass of problems and possibilities to be made into citizens fit to rule a democracy.

In 1926, I heard a prominent statesman addressing the Department of Superintendence, at Washington, D. C., say this:

"From generation to generation, we hand on our vast material equipment, our knowledge of how to run it, and our stock of intellectual and spiritual ideas. If we were to suppress our educational system for a single generation, the equipment would decay, the most of our people would die of starvation, and intellectually and spiritually we would slip back four thousand years in human progress. We could recover the loss of any other big business in a few years, but not this one."

The man who gave this estimate of the importance of the business in which we are engaged was Herbert Hoover, now President of the United States. What a challenge it is to us who are charged with this responsibility, to apply the best-known business principles in turning out a product, upon which the very life of our republic depends.

Business Principles Essential to Efficiency

What are some of the business principles essential to efficiency of our educational procedure? First of all, we must have responsible groups to determine our programs and policies consisting of a representation of men from our stockholders. Usually this group is known as a board of education. They are the representatives of the voters and taxpayers, doing for them a service which they cannot perform for themselves, and responsible to them for results just as they are the directors of other business concerns.

The further away from other influences than education, the administration of schools can be removed the more efficient is the school service likely to be. For that reason there has been a growing tendency to bring about a complete separation of the school district from our city governments. The school city has become a separate city, financially independent of the mayor or other city officials, and under a board of education responsible directly to the voters of the district. In turn they select a superintendent or chief executive officer, who selects his staff, and is responsible to the board for the success of the schools.

The cities that have not yet divorced their schools from the political government are usually the ones with the upheavals and the turmoil, which result in lost motion and inefficiency. Chicago, and some of the cities of Indiana,

where the members of the board are appointed by the mayor, are examples of the lingering blight of party politics wherever it is injected into education. Other cities are hampered financially because they have not complete fiscal control, but must depend for their budget upon a city council or mayor not primarily interested in education.

The cities of Colorado are fortunate in this respect. They are organized as districts of the first class, financially independent of the municipal governments. They make their own budgets and determine their own levies. Their boards are elected on nonpolitical ballots and at times when no political elections are being held.

If we can free our schools from political control and place all school executives on the basis of professional efficiency, it will make it easier to apply strictly business methods to school administration in the state.

Business efficiency demands that the school executive check the sources of school revenue for possible leaks. A few years ago a new superintendent took charge of the schools in a certain city of Kentucky. At that time the law fixed a very low maximum levy for schools in cities of this class, so that he found himself very much handicapped for lack of funds. By checking the books at the city hall he found that only the school's proportion of the taxes actually collected during the current year were paid over to the school fund. Taxes due but not paid during the current year, together with penalties and interest when paid, were diverted to the city treasury. From an examination of the books it was learned that about \$25,000 had been diverted during the preceding five-year period. The board made a demand for this amount and also demanded that in future the school's proportionate part of all penalties and interest on taxes be paid to the school fund. It was necessary to bring suit, but the board won its point, and the matter was settled for all time.

Purchasing Supplies and Equipment

Much money is wasted by careless buying of supplies and equipment for the schools. Unscrupulous salesmen take advantage of boards of education that have no expert service in the study of prices and relative values of articles used by the schools. It sometimes happens that the responsibility for buying is not definitely fixed, each board member being free to buy. The agent visits each in turn and comes out with a larger order than the funds of the district justify, and frequently with duplicate orders from different members which pass as separate orders. It goes without saying, that if we are to apply business methods to the administration of our schools, this thing could never happen. The buying must be concentrated in the hands of one person. He must know school supplies and equipment, and must be a judge of values and prices. Equipment used for instruction purposes should be recommended by those who are familiar with the particular subject matter it is intended to introduce. Supplies and equipment for janitors and engineers should be purchased only upon requisition of those familiar with that department of the work. Where the district is too small to have expert service in purchasing, there should be a union with other districts, or a county-wide plan developed for cooperative buying. There should be a standardization of equipment, general enough to be of great assistance in making selection and determining prices, and flexible enough for adaptation to varying conditions in the schools served.

Any school board, or purchasing agent, is continually confronted with demands of local

merchants to purchase at home, rather than buy from concerns outside the district. It seems reasonable that any school board should give home producers and merchants the preference. The board should sometimes even pay a slightly higher price, if necessary, to those who are taxpayers in the district. However, this principle carried to an extreme, as it is in some communities, is an injustice. It is not in accord with business efficiency in the administration of the schools. The proper answer to the local merchant who demands an order because he is a local taxpayer, but who is unwilling to meet competition from outside, is that it is unfair to hundreds of taxpayers to take extra money out of their pockets in order that one of their number may profit handsomely from the transaction. How would you manage this if it were your own private business enterprise? This is a question which should constantly guide the board of education in the expenditure of the people's money for education.

Preparation of a Budget

Efficiency in school administration demands a careful budgeting plan. All persons who requisition material for the schools should have something to do with making the budget. Their needs for the year should be carefully listed and estimated. They should understand that when the budget is adopted they will be expected to keep within it, unless the additional expenditure represents a genuine emergency. If the budget when made appears to require more than the funds available for the year, the task of trimming it to fit, is an extremely important one. The basis of elimination should be a consideration of what can be omitted, which will interfere least with the efficiency of instruction. In budgetmaking, as in all other transactions of the board of education, the children are the center of gravity. The budgeting of city-school systems has been more or less standardized by the work of a committee from the N.E.A. working with the U. S. Office of Education. The office of the state department of education should suggest such a modification of this plan as will fit the county and smaller districts of the state, and expert service should be furnished from the state office to put this budgeting plan into effect.

Meeting the Standards in School-Building Construction

Another weakness in business efficiency is in our school buildings. By years of experience and research our best school architects have developed standards for schoolhouse construction. We know how much light a schoolroom should have, and how it should be distributed; we know how to guarantee each child sufficient fresh air; we know the best size and shape of classrooms; we know how to arrange the seating for best hygienic effect. Architects generally, and school boards of local communities, should have information about these standards. Unfortunately, they do not always have them, nor do they always know that there are such standards in existence. There are school buildings being built today in most states, that are 25 years behind the times when finished. Money is being wasted and the educational opportunity of children minimized for lack of information easily available. A part-time architect in the state office, who could check plans and advise local school boards when building programs are being prepared would save his salary many times over. Again, business efficiency demands that buildings be erected in accordance with educational programs that envision the future, taking into

(Continued on Page 111)

¹A paper read before the school-board section of the Colorado Education Association, at Denver, October 30, 1930.

School Administration in Action

The day is always his who works in it with serenity and great aims—Emerson

Utilizing the 60-Minute Period in High School

C. L. Robertson, Superintendent of Schools, Jamestown, N. Dak.

Several of the larger schools in North Dakota are using the 60-minute period in junior and senior high schools. This plan was in use when I took over the work in Jamestown, so I am not constrained to set up a good argument for it to back my own judgment. However, if it had not been satisfactory to teachers and principals it would not have remained in use.

Our high-school day begins with an activities period of one hour from 8 and 9 a.m. During this period such groups as orchestras, art club, home-economics club, and similar organizations hold their regular meetings. This hour takes care of the regular meetings of all student organizations except the athletic teams. It does not, of course, provide enough time for rehearsals and other programs. Pupils who are not members of a group meeting on any particular morning are due at their homerooms at 8:40. Classes begin at 9, and follow at 10 and 11, and at 1:15, 2:15, and 3:15.

Recitation vs. Study

We do not insist that periods be divided into recitations of 35 minutes and supervised study of 25 minutes, but we suggest that as the usual arrangement of time. Of course, it is possible for a teacher to use a whole period at times for a development lesson that is of the combination study-recitation type, and the length of time devoted to supervised study may be varied according to the needs of the class at any particular time. One might suppose that teachers would be tempted to shorten recitations, but the pitfall seems to be on the other side of the path—they are more likely to lengthen out the recitation unduly at the expense of the study period. This tendency needs to be guarded against, particularly by the teacher who is not accustomed to the plan and has been used to the regular 40 or 45-minute period for recitation.

In the case of natural-science classes, the 60-minute period certainly has many advantages. No extra periods for laboratory work are necessary. Five 60-minute periods provide practically the same amount of time as seven 45-minute periods—of course, in the case of these subjects a good bit of the study must be done outside of the periods in school. This length of period is particularly well adapted to the laboratory-demonstration type of class which is now accepted as satisfactory for a large part of the laboratory work in these courses. We have in use a demonstration desk in each of our two science classrooms to carry on the work in this manner, and our rather brief experience shows that the results are equal to those obtained through the ordinary laboratory plan.

Aids Shopwork and Visual Instruction

In shopwork the 60-minute periods work out well. Of course, it is not possible to cover the same amount of work as in 80- or 90-minute periods, but the amount of credit can be adjusted to the time. In home economics better planning is necessary than is required by the old double-period plan. If girls are to carry out some of the projects in cooking, for instance, that require sometime over the fire, it takes good planning to get the work done and have the cooking laboratory cleaned up for the use of the next class in less than 60 minutes. This

is not altogether a drawback. At any rate it discourages dawdling. Our present teacher found it rather difficult to adjust herself to a schedule of five or six 60-minute periods per day—now she testifies that it is an excellent arrangement, except that it gives the teacher a rather strenuous daily program.

For some subjects in which it is possible to use a good bit of visual education, the 60-minute period is a blessed opportunity. In a 40- or 45-minute period the teacher is likely to begrudge the time needed to use a group of lantern slides or pictures. Under our arrangement the teacher can have a recitation and then devote the study period to the use of visual material. Our history, literature, general science, and other classes have taken advantage of this change to make their work interesting and understandable through the use of motion-picture films and slides.

Conflicts Avoided

One advantage of the school day composed of six 1-hour periods is that those who take shop-

work or laboratory work do not have any difficulty in making daily schedules without conflicts. Under the older plan it was often necessary to reconcile schedule requirements of five 45-minute classes, five 90-minute classes, and seven 45-minute periods on the same student's program. The 60-minute plan saves a lot of confusion in such cases.

For academic subjects the supervised study period gives a real opportunity for service to the pupil—a chance to help the weak, or to enrich the opportunity of the strong. It gives the teacher control of enough of the pupil's study so that she can discover poor methods of study, and correct them. These periods, plus free study periods, spent in the library or in the study hall enable bright students who read well to do practically all of their studying in school, and allow weaker students who might have difficulty in finding time at home for study, to do a large part of their studying in school, most of the time under the supervision of a teacher of the subject studied.

The 60-minute period fits into the junior-high-school scheme and is well in line with the tendency toward a longer school day. It has many advantages for the teacher who aims to vary instruction according to ability. I am convinced that it will come into more general use.

Centralizing the Administration of Scholarships

Chester F. Miller, Superintendent of Schools, Saginaw, Michigan

For many years the schools of Saginaw operated as East Side and West Side school systems, separate in every way. During this period much wealth came to individuals of the city through the lumber industry. These citizens were liberal with their gifts for educational purposes. Among the larger gifts were two trade schools—built, equipped, and donated to the board of education. Libraries and a city auditorium were given to the city. A number of citizens set aside funds for scholarships available to high-school graduates. Four years ago the East Side and West Side school systems were consolidated.

A scholarship committee was recently created by the board of education in order to avoid duplication of effort, permit the scholarship bequests to retain their identity, and still be of greatest service to the boys and girls most deserving of assistance in securing a college education.

The investigations of this committee reveal that over a period of years some 24 organizations and individuals in the city of Saginaw have created scholarships for high-school graduates. Some of these scholarships have been set up as memorials to former citizens, while others have been made to function as a part of social-service activities of local organizations. There is available in Saginaw the income from sufficient funds together with returns from loan scholarships to award approximately fifty college and normal-school scholarships annually. Some of these scholarships are loan scholarships, while others are gifts which must be awarded in accordance with the desires of the various bequests. The funds are so invested and trusteeships so planned that they will continue to increase each year, even if additional funds are not provided from private sources as well as from some wills known to exist.

In June, 1930, the Saginaw board of education established a Scholarship Commission to manage the several scholarship functions and to systematize the awarding of individual scholar-

ships in an effective manner. The commission is under the control of the board of education to a limited extent. The president of the board of education and the superintendent of schools are ex officio members. The remaining seven members serve six years each and are appointed in such a way that the terms of two expire biennially.

The commission has at its service the offices of the board of education for the maintenance and filing of its records and accounts. Whatever clerical help is needed is supplied by the board of education. The commission has set up as its objectives the following three important lines of work:

First, the commission is to function as a clearing house of information in connection with all scholarship applications, recommendations, appointments, available funds, and any other matters of record that may lie within the scope of the commission's sources of information. These sources of information are principally (a) the teaching staff and the records of the board of education, and (b) the reports and records, when available, of the trustees and custodians of funds that have been set aside at different times, and under various authority for scholarship purposes.

Second, the commission is to function in the field of scholarship grants along much the same lines as the library commission functions in the field of library service. This is, insofar as the board of education is an aid to and responsible for scholarship loan grants, the commission is to relieve the board of scholarship-aid details, and to take over delegated administration in this field.

Third, the commission is to hold itself ready to serve the trustees and custodians of scholarship funds other than those under the control of the board of education, when so requested with exactly the same information, recommendations, and other forms of service in scholarship matters as is furnished to the board itself.

¹Abstract of an Address before the Superintendents' Section, North Dakota Education Association, October, 1930.

It was felt that time and experience will furnish valuable elements of guidance in shaping the commission's policy.

The commission meets annually for the election of officers, and from time to time to conduct necessary business. It elects its own officers but the clerk of the board of education acts as secretary.

The commission has two temporary committees, one on historical memoranda, which is collecting a complete statement of the origin, history, and present legal status of each of the scholarships; and a committee on forms, which

is conducting a survey of the best practices to work out a method for handling the applications for scholarships, determining the eligibility of applicants, and recommending the awards.

The commission will also take over the personnel work with the college students to whom awards have been made. Members of the commission are willing to serve in a confidential advisory capacity to students desiring the advice of business men. Personal visits to students in college are planned, and conferences with deans will be held in order to assist the student in every possible way.

A Teachers' Salary Schedule for a Small Town

H. E. Schwall, Superintendent of Schools, Wauseon, Ohio

Should the small-town school system have a teachers' salary schedule? The large cities have found it necessary to provide comprehensive plans for determining the salaries of teachers and administrative officials, but many small communities do not have written schedules. Let me as briefly as I may, point out the expediency of a salary schedule as viewed in the light of my own experience.

Wauseon is, under the Ohio laws, what is known as an exempted village. Its population is about 4,000 and the schools have a teaching staff of thirty men and women. Should the Wauseon school board have a salary schedule? For many years it was evidently not held necessary, since no attempt was made to establish a schedule. As one member of the school board stated, teachers were asked each spring whether they would remain for the following year. If the answer was in the affirmative, they were obliged to wait for the official election in May to learn whether they would be retained and what their salaries would be. There was no uniformity in the plan of employment, or of increasing salaries. No reasonable measurement of efficiency was employed, and raises were made, or not, as the demands on the board and the mood of the meeting happened to dictate. The teachers were engaged for one year only, and the feeling of uncertainty concerning reemployment and future salaries was sufficient to convince the writer that a reasonably well-planned schedule was necessary.

The Preliminary Study

Upon recommendation of the superintendent, the school board authorized the preparation of a salary schedule in the spring of 1929. This was the first step toward breaking down a long-existing custom. Various salary-schedule plans, as well as the underlying principles of schedule-making, were studied by the superintendent. The local financial situation, the tax ability of the community, and the school budget were examined in connection with various plans for a schedule.

On the assumption that the teacher should share in the making of a tentative schedule, several faculty meetings were called to discuss the principles of a salary schedule. A tentative schedule was placed in the hands of each teacher and its provisions were explained. Free expression on the part of the teachers was encouraged. The net result of the conferences was the unanimous acceptance of the idea of a schedule as the only fair means of fixing beginning salaries, and of providing for increases.

The tentative schedule was presented to the school board and accepted without a change. The schedule did not lower wages, nor did it increase them beyond the power of the community to pay.

Now, the teachers of Wauseon know the salary schedule. When they are asked by the superintendent if they will remain for another

year, they know definitely the terms and conditions for the following year. In fact, they know each year just what the future holds for them and they are in position to make other plans, if they believe that an offer from some other city will afford them financial betterment.

Teachers' salary schedules the country over

Training	Experience							
	0	1	2	3	4	5	6	7
2 to 3 years' normal graduate								
64 hours	810	860	910	960	1010			
72 hours	860	910	960	1010	1060	1110		
80 hours	910	960	1010	1060	1110	1160	1210	
88 hours	960	1010	1060	1110	1160	1210	1260	1310
3 — 96 hours	1010	1060	1110	1160	1210	1260	1310	1360
104 hours	1060	1110	1160	1210	1260	1310	1360	1410
112 hours	1110	1160	1210	1260	1310	1360	1410	1460
120 hours	1160	1210	1260	1310	1360	1410	1460	1510
4 — 128 A.B.—B.S.	1300	1350	1400	1450	1500	1550	1600	1650
136	1350	1400	1450	1500	1550	1600	1650	1700
144	1400	1450	1500	1550	1600	1650	1700	1750
152	1450	1500	1550	1600	1650	1700	1750	1800
5 — 160 M. A.	1500	1550	1600	1650	1700	1750	1800	1850

are based on fairly well-established principles. The Wauseon school board has recognized two main factors — training and experience. Merit has also been considered in this way: If a teacher is not satisfactory and is not growing, she is so advised in ample time to seek employment elsewhere.

Principles of the Schedule

Perhaps merit should be the only basis for fixing a teachers' salary. The difficulty is to measure merit as such, that is, to measure it to the teacher's satisfaction, as well as to the satisfaction of the school board and the superintendent. There is a distinct problem in trying to show one teacher that she is worth \$10 per month less than some other teacher of equal training and experience. Until very definite, objective means are available for judging the

merit of an efficient teacher, as compared with one who is not quite so efficient, but who is still satisfactory, the superintendent and the school board in the small town had better not attempt to differentiate. The teacher who is receiving a lower salary than another teacher whose equal she considers herself to be, will chafe under the difference, and will not be able to do her best work, try as she may.

We need in every community an objective measuring stick for determining teachers' efficiency. At present, none that is satisfactory and that does not breed considerable discontent is available. In Wauseon, teachers who are not satisfactory are not reemployed. Those who are reemployed are considered deserving of an increase in salary. It has not been considered desirable to measure the achievement of pupils as a means of measuring the achievement of the teacher.

The salary schedule adopted by the Wauseon board of education on April 2, 1929, has been found to relieve the board of education and the superintendent of the worries of a former day. It is within the ability of the community to pay. It reads as follows:

Several changes have been made in the schedule on the basis of the first year's experience: (a) A five-day sick-leave rule, with full pay, has been made part of the schedule. (b) All credits above the two-year normal school must be worked out to count toward a bachelor's degree. All work above the bachelor's degree must be of graduate rank and must be acceptable for credit toward a master's degree.

The schedule in Wauseon is not perfect and will necessitate changes from time to time. The changes should be made at a time in the year so that teachers will be amply notified and will not be caught unaware. Teachers appreciate definite knowledge concerning salaries. It would seem that any small town can fully adopt a salary schedule. Such an instrument will do much toward bringing the dove of peace into the school.

Budgetary Control in the Smaller School System

Supt. Gaylard Wilson Greene, Anacortes, Washington

While systems of budgetary control have functioned quite well in those industrial plants large enough to employ a staff of bookkeepers under the direction of a budgetary-control chief, little progress along this line seems to have been made in rural and town school districts. A simple, practical system which an overworked superintendent could operate, with the aid of a clerk with some bookkeeping experience, should prove valuable to such districts.

In the State of Washington, the need for accurate budgetary control is acute, owing to the fact that many of the districts have low assessed valuations, high tax levies, and perforce must economize in every way possible in order to

keep within their budgets. The situation is further complicated by the fact that the budgets must be made in August before the new assessed valuations are published. As each district is compelled to remain within its budget, it is necessary for a district to proceed cautiously. Especially is this true until the new valuation is ascertained and the taxes are collected.

In Anacortes, the purchasing committee, consisting of a school-board member, Mr. Howard Sackett, and the superintendent of schools, Gaylard W. Greene, have devised a comprehensive system after a period of experimentation, which has proved of value to the school board and the school officials. Since it is a practical



TELL CITY HIGH SCHOOL, TELL CITY, INDIANA
Charles L. Troutman, Architect, Evansville, Indiana

THE TELL CITY HIGH SCHOOL, TELL CITY, INDIANA

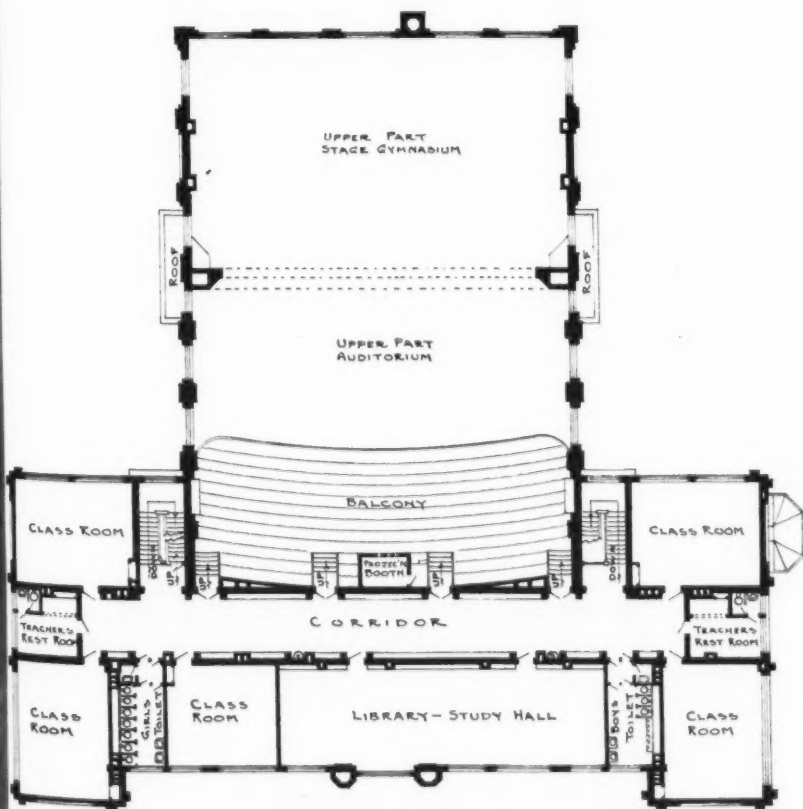
The high school in the small community is the most important, and should be the most imposing, public building. In size and service, it invariably overshadows the public library and

the town hall. Unless the community is unusually wealthy, the high school is perhaps the best-appointed structure in the town, and deserves conservative architectural treatment in keeping with its function and civic importance.

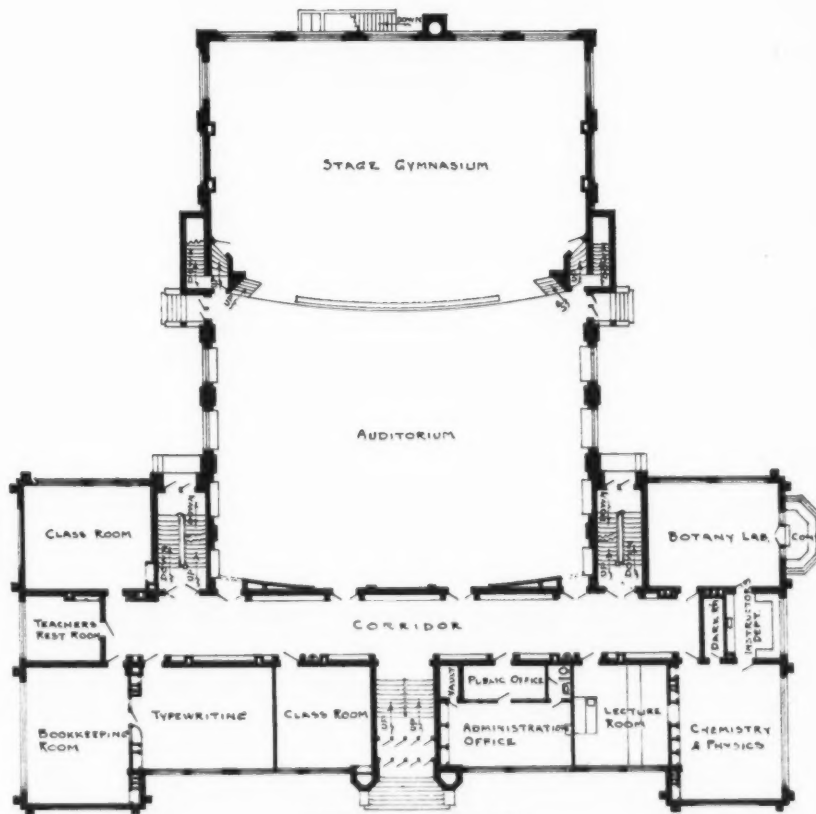
The school board at Tell City appreciated the truth of the foregoing statement in planning

and erecting the Tell City High School. The community has a population of 5,000 and serves as the center of a prosperous farming district. The school occupies a commanding site on a city block and the surroundings have been beautified with walks, a lawn, and hardy perennials.

In preparing the plans for the structure, an



SECOND FLOOR PLAN



FIRST FLOOR PLAN

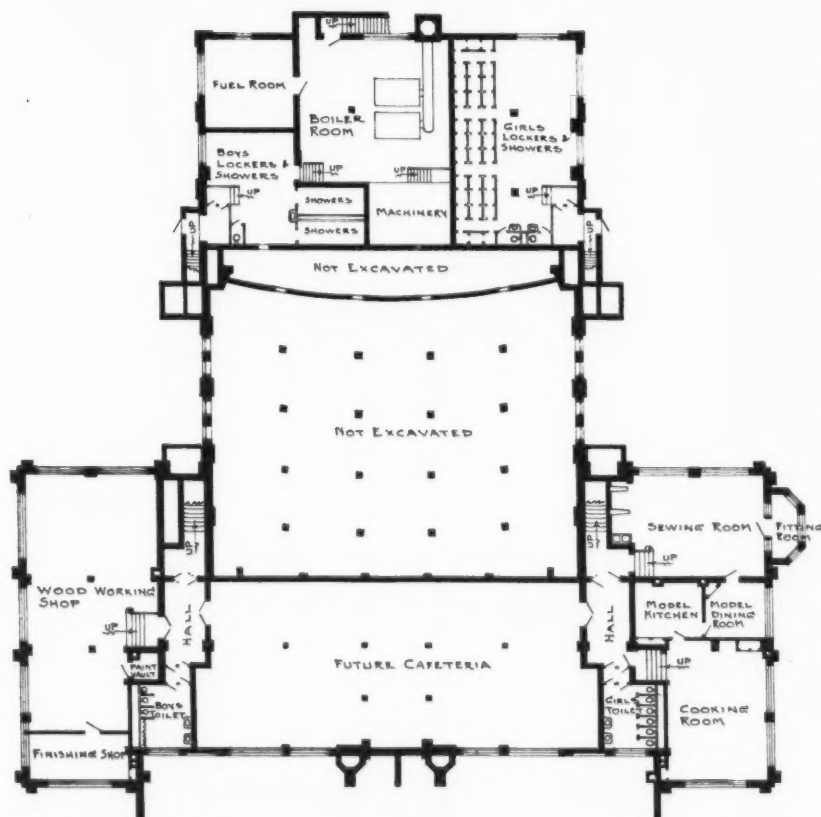
FLOOR PLANS OF THE TELL CITY HIGH SCHOOL, TELL CITY, INDIANA
Charles L. Troutman, Architect, Evansville, Indiana



SIDE AND REAR VIEW, TELL CITY HIGH SCHOOL, TELL CITY, INDIANA
Charles L. Troutman, Architect, Evansville, Indiana



LIBRARY, TELL CITY HIGH SCHOOL, TELL CITY, INDIANA
Charles L. Troutman, Architect, Evansville, Indiana



BASEMENT PLAN, TELL CITY HIGH SCHOOL, TELL CITY, INDIANA
Charles L. Troutman, Architect, Evansville, Indiana

effort was made to give due consideration of the present instructional program and the future growth and expansion of the school. The building has been designed in a free adaptation of the Gothic. The exterior walls are of brick of local manufacture, trimmed with Indiana limestone. The corridors, stairs, and fuelroom are of concrete construction and the classroom floors and ceilings are of frame construction. The walls throughout are brick so that the building is amply protected against fire wherever there is danger.

The corridor floors and stairs are of terrazzo, with linoleum inlays. The floors in the gymnasium, auditorium, and classrooms are of maple. All rooms throughout the building are plastered, and the wood trim throughout is white oak, stained and varnished in silver gray.

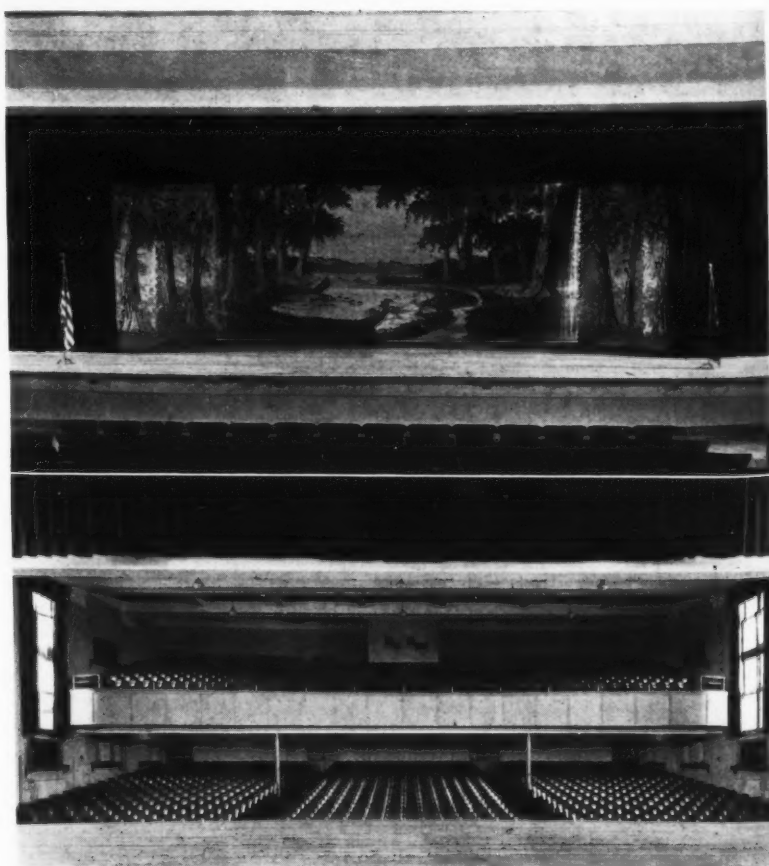
The building faces west so that practically all the classrooms have east or west exposure. At the south end of the basement there are rooms for the household-arts department. At the north end there is a large shop. On the first floor there are two classrooms, two commercial rooms, two laboratories, a locker room, and an office for the superintendent and the principal. On the second floor there are five classrooms and a large library and study hall.

The auditorium is arranged so that the stage serves also as a gymnasium. The room has a seating capacity of 1,300, and the gymnasium measures 85 by 52 ft. Special stairways lead from the stage to the locker and shower rooms in the basement.

The building is heated with a vacuum steam system, and each of the classrooms is equipped with unit ventilators. The electrical equipment includes a system of stage lighting and carefully planned illumination of the classrooms. The building is equipped throughout with program clocks, intercommunicating telephones, and signal gongs.

The building was erected at a cost of \$142,648, for general construction; \$10,018, for plumbing; \$21,995, for heating and ventilation; \$5,570, for electrical work.

The plans were prepared by Mr. Charles L. Troutman, of Evansville, Ind., who has erected a number of school buildings in the southern half of the state.



AUDITORIUM OF THE TELL CITY HIGH SCHOOL, TELL CITY, INDIANA
Charles L. Troutman, Architect, Evansville, Indiana



TALLASSEE SCHOOL, TALLASSEE, ALABAMA
A. F. Dittmar, Architect, Montgomery, Alabama



KINDERGARTEN, TALLASSEE SCHOOL



FLOOR PLANS OF THE TALLASSEE SCHOOL, TALLASSEE, ALABAMA
A. F. Dittmar, Architect, Montgomery, Alabama



LABORATORY-LECTURE ROOM, TALLASSEE SCHOOL, ELMORE COUNTY, TALLASSEE, ALABAMA

BIOLOGY LABORATORY, TALLASSEE SCHOOL, ELMORE COUNTY, TALLASSEE, ALABAMA
A. F. Dittmar, Architect, Montgomery, Alabama

A BUILDING THAT PROMOTES EDUCATION— THE TALLASSEE SCHOOL

The new school building at Tallassee, Alabama, serves all the school needs of an industrial community of 6,000. It was built in 1929 to take the place of a building which had burned. It provides school facilities for both the elementary and the high school.

In planning the building which is two stories high, the aid of the state department of education was called upon for advice and suggestions. The walls are constructed of brick, with a light tapestry brick on the outside, relieved at important points by cut-stone trim. Fireproofing

has been introduced around the heating apparatus. The rooms and corridors are plastered throughout and southern pine has been used for floors and wood trim. The roof is covered with an artificial slate and the windows are of the balanced-sash type.

The Tallassee School as an Example

In planning the building, the grade-school department has been kept in one wing and the high school in the other. The auditorium, the principal's office, and other special rooms are located in the front of the building where they are accessible from both wings. The auditorium has a seating capacity of 800 and is arranged to serve as a gymnasium in inclement weather.

The library-study hall is the nerve center of the academic work carried on in the school. It has a seating capacity for 100 students and is fitted with comfortable chair desks. Since the home-room plan of organization is maintained in the school, most of the students carry on their studies in their respective classrooms. The library, however, is the center to which the entire school comes for reading material and general study.

The shops and home-economics department are in a separate building known as the vocational building. Space in this structure serves also for lunchroom purposes.

The building has steam heat and is fully equipped with electrical light and sanitary plumbing. The cost was \$120,000, and was financed in part by taxation, and in part by the local cotton mills.

THE SAYRE HIGH SCHOOL, SAYRE, PA.

The new high school at Sayre, Pa., serves a six-year school organization, consisting of junior- and senior-high-school units. The building is an imposing fireproof structure of pleasing Gothic design, conveniently located on a large plot of ground, with a large natural stadium at the rear for play and athletic purposes.

The building has a frontage of 244 ft., and is planned in the shape of a huge flattened letter U. On the first floor to the right of the entrance, is an office with a waiting room for the superintendent of schools. To the left of the entrance there are a private office for the principal and a general office for the school. Teachers' restrooms and a clinic room complete the administrative unit. There are in addition on the same floor, fifteen classrooms, a large study hall, and a special room which serves for music and other large-group activities.

On the second floor, there are a suite of rooms for the commercial department, a group of laboratories, eight classrooms, a large study hall, a library, and a small conference room. The auditorium, which has a seating capacity of 775 on the main floor and 191 in the balcony, may be entered from the first and second floors. This room has walls and ceiling treated with special acoustic plaster, which has proved very satisfactory in use. The gymnasium is directly under the auditorium and is arranged with movable partitions, so that two classes may use it at the same time. The remainder of the basement is given over to shops and workrooms for both boys and girls.

The building for which contracts were let in October, 1927, and was first occupied in October, 1929, cost as follows: General contract, \$320,300; heating, \$61,000; plumbing, \$24,574; electrical work, \$16,640. The cost per cubic foot was 30 cents.

SCHOOL ARCHITECTURE

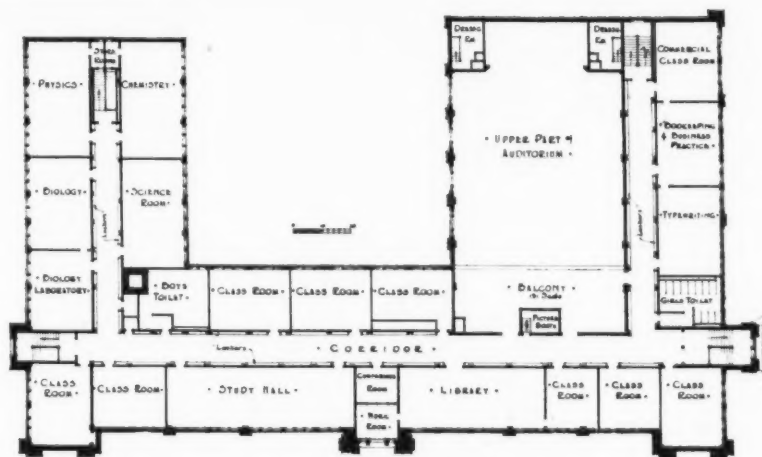
It is essential that the school architect have an understanding of the general trend and scope of the curricula in the nursery, kindergarten, primary and secondary years, and a feeling and appreciation for the aims and tendencies of modern pedagogy in order that he may place at the disposal of teacher and pupil an environment which will provide for the fullest consummation of the educational and aesthetic ideals of both educator and architect. The pursuits in which a child may indulge in a well-designed and proportioned room form the basis for advancement in the enrichment and gaining of ideas in the most impressionable years of life with the subtle elimination of minor defects. The school architect fosters the community idea in providing for the physical, emotional rhythmic and mental needs of the children, singly and collectively.—Mrs. Ralph Hacker, Fort Lee, New Jersey.



GENERAL VIEW, JUNIOR AND SENIOR HIGH SCHOOL, SAYRE, PENNSYLVANIA
Randall and Vedder, Architects, Syracuse, New York

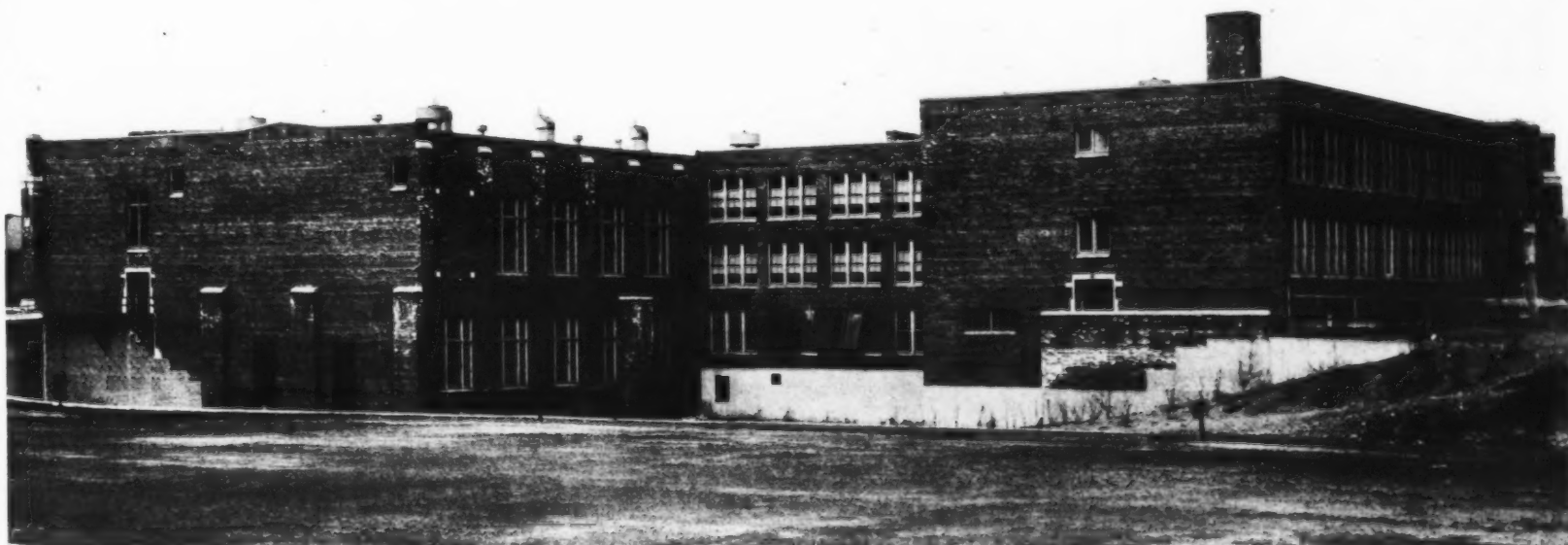


FIRST FLOOR PLAN

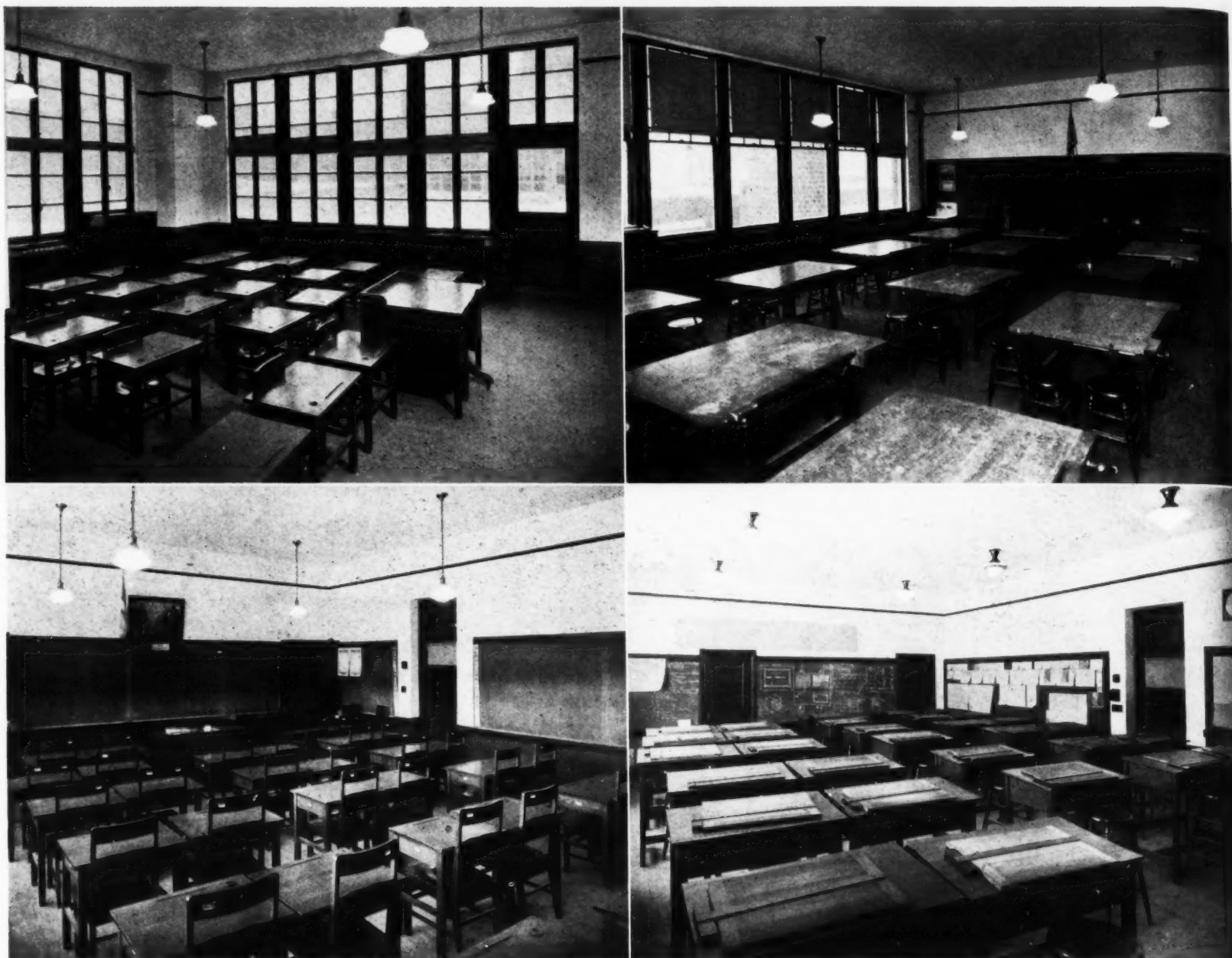


SECOND FLOOR PLAN

JUNIOR AND SENIOR HIGH SCHOOL, SAYRE, PENNSYLVANIA
Randall and Vedder, Architects, Syracuse, New York



REAR VIEW, JUNIOR AND SENIOR HIGH SCHOOL, SAYRE, PENNSYLVANIA
Randall and Vedder, Architects, Syracuse, New York



INTERIOR VIEWS OF THE MEMORIAL SCHOOL, PASSAIC, NEW JERSEY

John F. Kelly, Architect, Passaic, New Jersey

TOP: Open-Air Classroom and Industrial Arts Room; BOTTOM: A Typical Classroom and Drafting Room

THE PASSAIC MEMORIAL SCHOOL, PASSAIC, NEW JERSEY

The Passaic Memorial School was erected shortly after the world war, which was the reason for giving it the name Memorial School. A memorial niche in the main-entrance hall provides space for a bronze tablet, upon which are inscribed the names of the soldiers and sailors of Passaic who made the supreme sacrifice in the world war. A handsome cabinet contains the list of the citizens and residents who served in the war, together with details of their service and the divisions in which they worked.

The construction of the building was started in the summer of 1922, and it was opened for use in September, 1924. The building contains approximately 1,814,000 cu. ft. of space and is 253 by 175 ft. in size, exclusive of the boiler house, which is a separate building, 45 by 48 ft. in size. It was designed for the work-study-play plan, with the pupils rotating from the classrooms to shops, gymnasiums, and auditorium.

The building is of fireproof construction, with floor and roof slabs of concrete and hollow tile. The partitions are tile, and the exterior walls and interior load-bearing walls are brick. Both the main building and the boiler house are faced with red tapestry brick, with trim of terra cotta.

In the main entrance hall, the corridor leading to the auditorium, and the auditorium proper, a paneled oak wainscoting 8 ft. high has been installed. Marble has been used at the

base of the wainscoting, and in the floor of the entrance hall, the vestibule and front corridor. The other corridor floors are of terrazzo. The central staircase in the main part of the building is of marble, while the remaining staircases are of reinforced concrete, with safety treads and nosings. The floors in the classrooms are of

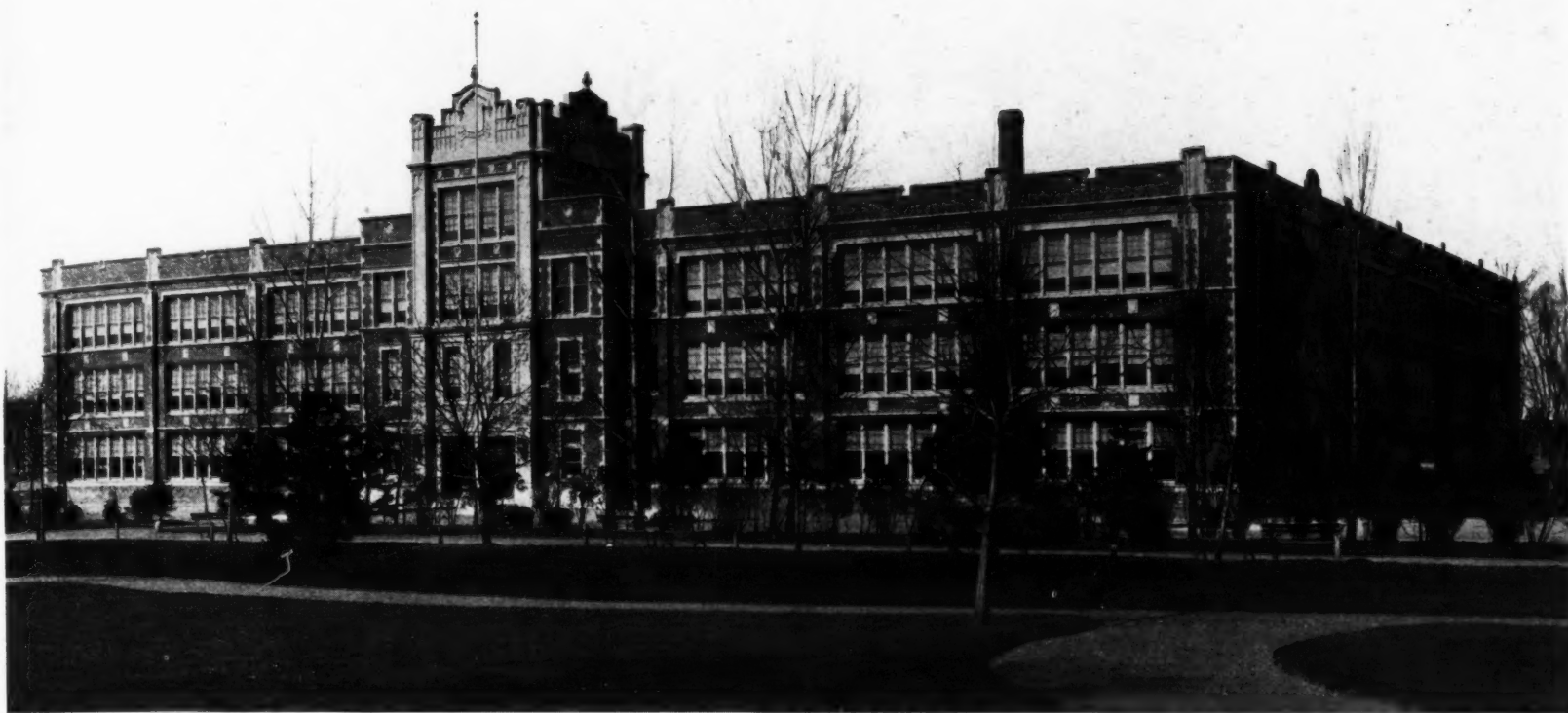
hard maple and the wood trim is of white oak.

The auditorium, located on the ground floor, seats 650 persons and has a large stage with proscenium-arch, footlights, and all necessary equipment for school plays. Ample dressing rooms are provided at each side of the stage. The auditorium which is well lighted, is be-

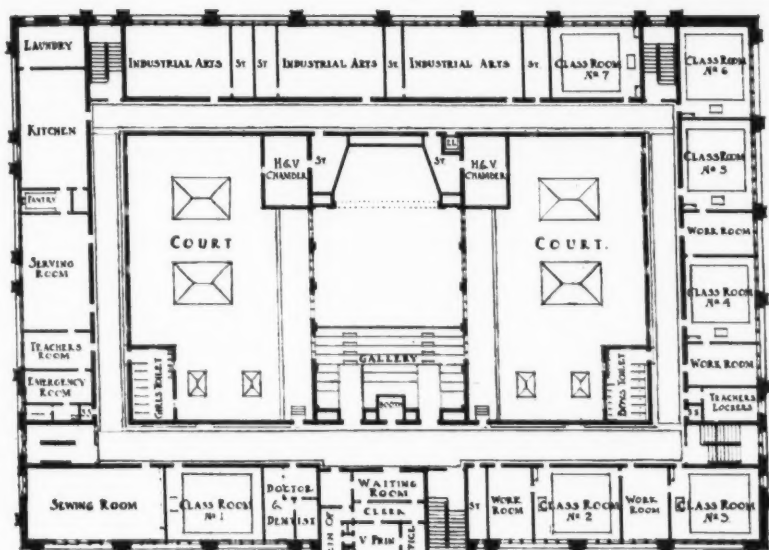


LIBRARY, MEMORIAL SCHOOL, PASSAIC, NEW JERSEY

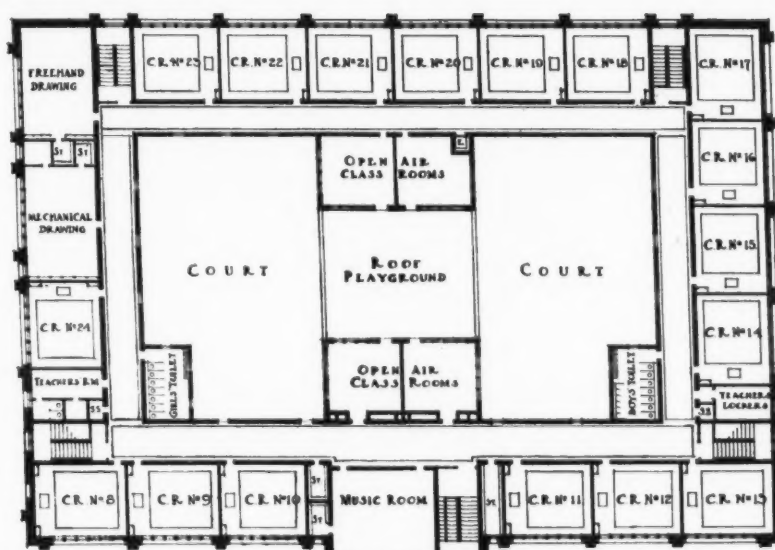
John F. Kelly, Architect, Passaic, New Jersey



MEMORIAL SCHOOL, PASSAIC, NEW JERSEY
John F. Kelly, Architect, Passaic, New Jersey



SECOND FLOOR PLAN



THIRD FLOOR PLAN

MEMORIAL SCHOOL, PASSAIC, NEW JERSEY
John F. Kelly, Architect, Passaic, New Jersey

tween two large light courts, the walls of which are laid up in a light-colored brick. The windows are glazed with leaded glass. There is a motion-picture booth in the rear gallery.

There are two gymnasiums for boys and girls, each completely equipped with locker, shower, and dressing rooms, arranged in tiers. An instructor's room is located on the upper tier, which gives an unobstructed view of the gymnasium. Four open-air classrooms are located above the auditorium, so arranged that the auditorium roof serves as a play space for the occupants of these rooms.

In addition to classrooms, the building contains a number of special shops, workrooms, laboratories, and a kindergarten with special coatrooms, toilets, and a separate exit.

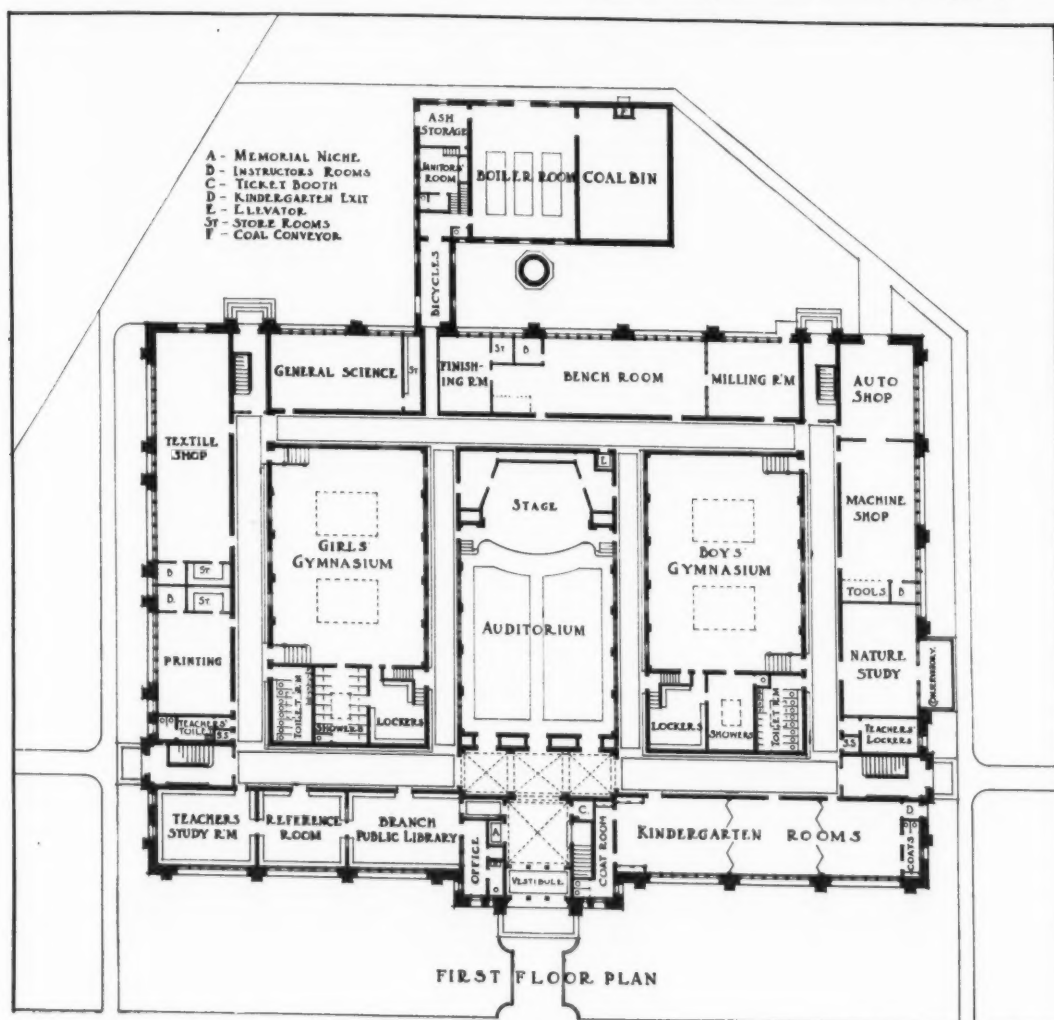
The building is heated with a vapor-vacuum system, with automatic temperature regulation. Heating and ventilating units are located in each classroom and shop. The air is discharged from the rooms to large ducts concealed above the suspended ceilings in the corridors, with the ducts in turn connected with exhaust blowers in the attic. The auditorium and gymnasiums have a separate heating system so that they may be used independently of the remainder of the



GYMNASIUM, MEMORIAL SCHOOL, PASSAIC, NEW JERSEY
John F. Kelly, Architect, Passaic, New Jersey



AUDITORIUM, MEMORIAL SCHOOL, PASSAIC, NEW JERSEY
John F. Kelly, Architect, Passaic, New Jersey



MEMORIAL SCHOOL, PASSAIC, NEW JERSEY
John F. Kelly, Architect, Passaic, New Jersey

building. The incoming air of the auditorium and gymnasiums is heated by large heaters and discharged into the rooms about 8 ft. above the floor and exhausted at the floor line.

Steel lockers are located in the corridors for taking care of the pupils' books and clothing. A small elevator has been installed for transporting books and supplies and for passenger service. A complete clock program system and an intercommunicating telephone system have been installed. An electric coal conveyor in the boiler house discharges the coal into the hopper and distributes it to the fuel bin with a minimum of effort.

The building has been erected at a cost of \$763,000, exclusive of land and furniture. Based on a cubage of 1,814,000 the cost per cubic foot was between 42 and 43 cents.

The building was planned and erected under the direction of Mr. John F. Kelly, architect and business manager of the board of education.

Construction Data

Construction Data	
Contract awarded	1927
Building occupied	1924

The Site

Dimensions 300 by 500 ft.
Principal frontage..... 500 ft.

The Building

Use of building.....	Grades and junior high school	50
Number of rooms.....		24
Number of classrooms.....		3
Library rooms.....		2
Study rooms.....		1
Commercial art.....		1
Music.....		2
Offices.....		3
Book storage.....		1
Clinic.....		1
Restrooms.....		2
Auditorium.....	50 by 75 ft.	
Gymnasiums.....	50 by 60 ft.	

Design and Construction

Exterior design Collegiate

The Reorganization of the Cincinnati Public Schools

Edward D. Roberts, Superintendent of Schools

For more than two years a study has been made of the Cincinnati public schools by the Bureau of Governmental Research of Cincinnati. This bureau is an organization of public-spirited citizens interested in the improvement of government in the city, the county, and the school district, who have made annual contributions to finance the organization of experts engaged in the study of various governmental units touching the life of Cincinnati. It is wholly nonpartisan in character and relatively private in its organization, though its offices are in the Community Chest building and it is regarded by the citizens of the community as of the same general nature as the agencies which constitute the Community Chest.

The studies which the bureau has made of the Cincinnati school organization have been devoted largely to the business organization and procedures, and to the general organization of the board of education, its committees and the like. The educational set-up, the character of the professional staff and its service, and the outcome of the education offered to children and youth by the schools have not been considered, though it is possible that at least a beginning of such a study will be made by the bureau in the not distant future.

As the bureau's work proceeded, it had a definite outcome in the formulation of expected recommendations, which were made a matter of consideration with the members of the board and the superintendent of schools. This consideration was prolonged over many months, with the largest possible opportunity for all concerned to give the most careful and deliberate consideration to the issues under discussion, and to the probable recommendations to be submitted by the bureau. Since the experts on the staff of the bureau particularly assigned to this undertaking had had professional school experience, and, in the case of one individual, had shared in the formulation of the administrative organization of the Cleveland schools, it was evident that the recommendations would be based upon reasonable positions and, on the whole, would probably commend themselves to the judgment of the members of the board and the superintendent of schools. On June 16, 1930, the board of education formally adopted four resolutions prepared by the experts of the bureau, embodying in a formal statement the outcome of the consideration above referred to. In addition, two recommendations of the bureau, one of which followed an earlier action of the board of education, were also presented at that same board meeting. These resolutions and the accompanying recommendations constitute a new basis of administrative organization of the Cincinnati schools, the extent and significance of which are so great as to constitute practically the most thoroughgoing and fundamental administrative action taken by this board for many years.

Duties of the Superintendent

The first is "a resolution defining the duties and status of the superintendent of schools and providing for the organization of his office in relation thereto," which provides that "the superintendent of schools shall be the chief executive and administrative officer of the board of education, and shall have, in addition to the powers and duties specifically imposed upon his office by statute, all executive and administrative powers and duties in connection with the conduct of the schools which are not required by statute to be exercised directly by the board or by some other officer. The enumeration in this and other resolutions of specific powers and duties shall not be construed to derogate from



DR. EDWARD D. ROBERTS

the generality of the duties hereby imposed." Under the resolution it becomes the duty of the superintendent to supervise and direct the work of all the schools, offices, and employees of the board of education, except the clerk-treasurer (who is by statute an independent officer of the board of education), and his office staff. All reports and recommendations to the board are to be made through the superintendent, unless specially directed by the board, and all board actions requiring or authorizing the doing of anything shall be by the superintendent, so that the outcome of the action is that the board shall deal with all matters for which the superintendent is responsible only through him. In addition, it becomes the duty of the superintendent to complete all executive and administrative transactions which are not by law or resolution required to be brought before the board. He shall prepare all executive and administrative transactions which are required to be brought before the board, presenting proper motion or resolution for the consummation of the board's action. He shall fill all positions other than those filled by teachers, making use of the proper eligible list of the Civil Service Commission for all positions placed by law in the classified service.

The resolution further constitutes in the office of the superintendent, a bureau of personnel, to which a teacher may be assigned as chief, which shall be responsible for all matters of teacher personnel, including the formulation of a list of candidates for teacher appointment, passing upon educational qualifications of teachers as a basis of administering the salary schedule, dealing with the control and assignment of substitute teachers, and acting as clerk of the board of school examiners.

There is constituted, also, in the office of the superintendent, a bureau of school research, whose function it will be to "procure, analyze, and assemble for the use of the superintendent information, data, and statistics needed or useful in the conduct and administration of the schools, as directed and required by the superintendent."

There is set up in the office of the superintendent, a bureau of public relations, "the chief of which shall be a teacher, or a person, having educational qualifications and experience deemed by the superintendent to be equivalent to those of a teacher." The function of this bureau in behalf of the superintendent is "to cooperate with the organizations of school patrons and with others in work and affairs relating to

the welfare and conduct of the schools; to prepare for the superintendent suitable material for use or publication as may be required; and to do such other related work as may be required by the superintendent."

The resolution further specified that the above reorganization should take place on July 1, 1930.

Duties of the Business Department

There followed "a resolution establishing a Department of Business Administration and defining its duties." This resolution established a Department of Business Administration to have "under the direction and supervision of the superintendent, charge of all matters pertaining to school housing; the purchasing and handling of supplies and other commodities; the operation of school lunchrooms; the accounting and other financial transactions; and other matters of a business character." This department is placed in charge of an assistant superintendent, except that the present business manager of the board will perform the functions of such assistant superintendent until further ordered. The various departments indicated in the resolution are clear in their purpose, in accordance with the designation given to them.

A further resolution defined the duties and powers of the clerk-treasurer and indicated specifically the obligations laid upon this official under the laws of the state.

The final resolution directed the president of the board "to apply to the auditor of state for the assignment of a representative of the Bureau of Inspection and Supervision of Public Offices to continuous duty with the board." The intent of this resolution was to have in the office of the board in Cincinnati, an agent of the state office, responsible for the inspection of public accounts, so that there might be a continuous instead of a periodic audit which heretofore has been made every few years. The auditor of state, who has complied with this request, has assigned his representative to duty in his office, and the individual has been on duty since September 1.

A Scientific Accounting Organization

Two additional recommendations submitted by the bureau were approved by the board, namely, to install a complete new accounting organization, to be prepared under a contract already entered into with the bureau by the board, by an expert accounting firm of New York City, and to install an accounting machine to be used in connection with the new accounting system. The system was installed on July 1, and the accounting machine was placed in operation during the same month. It has been said by experts that the accounting organization and the service of the accounting machine has placed in the board-of-education offices an accounting system as fine in scientific organization and information possibilities as that installed under the same auspices in the offices of the city of Cincinnati and in those of the State of Ohio. The Cincinnati system is the first which the New York City company, Searle, Miller & Company, has ever devised for a public-school system, though the firm has had much previous experience in organizing systems for other governmental units.

Under the new form of organization, the principal of a school becomes the administrative and executive head of his unit, with the line of authority extending from the principal directly to an assistant superintendent, who in turn becomes directly responsible to the superintendent of schools. In accordance with this general prin-

(Concluded on Page 112)

The Business Administration of City School Systems as Shown by Rules and Regulations

G. E. Van Dyke

(Concluded from November)

The second analysis of the data determined who the officers and committees were that were mentioned in connection with the administration of business duties. Table IV presents the names of the 12 officers and 6 standing committees that were mentioned most frequently, and the number and per cent of school systems in which each officer and committee was mentioned by the rules and regulations. As explained in the first part of this article, a great variety of titles was found in the 188 sets of rules and regulations. The list of individual titles is too long to repeat here. For example, the officer performing the duties of a business manager was given 10 different titles. Sixteen different titles were applied to the officer responsible for the care, inspection, maintenance, repair, and custody of the buildings and grounds.

The titles for the standing committees were even more diversified. Forty different names were used for the committees having responsibility for the administration of financial duties, 21 titles for the committees responsible for securing supplies and making other purchases, 28 different names for the committees responsible for the care and inspection of the buildings and grounds, and 16 titles for the committees in charge of the sanitary conditions of the school and the work of the janitors. The duties of the committees overlapped to some extent also; but the committees were grouped according to the largest number of duties for which they were held responsible. For example, one school system provided a committee called "Finance, Buildings, Repairs, and Insurance."

TABLE IV
Titles of School Business Officers and Committees

Officer	School Systems	
	Number	Per Cent
Superintendent	163	86.7
Clerk	34	18.1
Secretary	73	38.8
Treasurer	47	25.0
Auditor	8	4.3
Superintendent of Buildings and Grounds	55	29.3
Chief Engineer	7	3.7
Head Janitor	18	9.6
Purchasing Agent	13	6.9
Business Manager	33	17.6
Attorney	10	5.3
Principal	14	7.4
<i>Committee</i>		
Committee of the Whole	14	7.4
Finance Committee	147	78.2
Committee on Purchase-Supplies	78	41.5
Buildings and Grounds Com- mittee	104	55.3
Committee on Sanitation- Janitors	22	11.7
Education Committee	12	6.4

The duties of this committee, however, as set down in the rules and regulations, were practically all financial. Only one duty was mentioned dealing with the care of buildings. This committee was, therefore, grouped with the finance committees. Another school system provided a committee called "Printing, Auditing, Boundaries, Statistics, Sanitation, and Hygiene." Only one duty was specified in the rules and regulations for this committee, namely, "Inspect the sanitary conditions of school houses"; consequently it was grouped with the committee on sanitation-janitors.

It will be seen that the superintendent of schools is mentioned by a large number of the school systems included in this study. In most

of these cases he was recognized as the chief executive of the entire school system, responsible for both the instructional as well as business duties. There were 9 instances, however, in which the rules and regulations stated definitely that the superintendent was the instructional executive only, and no business responsibilities were granted him.

After the superintendent, the secretary, the superintendent of buildings and grounds, and the treasurer are the officers most frequently mentioned. Among the committees, that one dealing with financial affairs is by far the one most frequently mentioned. This is as one would expect; for problems dealing with the finances of the school system come before boards of education probably more frequently than any other problems. The concern of boards for providing adequate buildings and sites for schools is shown again in the large number of systems which have created standing committees to consider these problems.

The third analysis of the data, as mentioned in the foregoing, determined the various duties for which each business officer and committee was held responsible, and the various business agents that were responsible for the administration of each duty as shown in the 188 sets of rules and regulations. It is impossible to present the complete results of this analysis because of the wide differences among the various school systems. However, the following two tables will give some idea of the results of this analysis. Table V presents a list of the 12 officers and 6 committees responsible for the administration

TABLE V
Officers and Committees Responsible for the Administration of Business Affairs

Agent	Total Different Duties	Chief Duty
Superintendent	39	General business executive
Clerk	25	Keep financial accounts
Secretary	35	Keep financial accounts
Treasurer	9	Make financial reports
Auditor	13	Make financial reports
Superintendent of Build- ings and Grounds	22	Supervise work of re- pairs and alterations
Chief Engineer	13	Supervise heating, ventilating, etc.
Head Janitor	13	Supervise and direct the work of business employees in his department
Purchasing Agent	7	Purchase all supplies and materials
Business Manager	38	Purchase all supplies and materials
Attorney	1	Perform legal duties and furnish legal advice
Principal	12	Supervise and direct the work of business employees (chiefly janitors and engi- neers)
Committee of the Whole	8	General managerial duties
Finance Committee	30	Approve and certify bills
Committee on Purchases- Supplies	16	Purchase supplies and materials
Buildings and Grounds Committee	26	Supervise work of re- pairs and alterations
Committee on Sanitation- Janitors	12	Supervise and direct the work of the business employees (janitors)
Education Committee	6	Purchase supplies, etc.

of business duties, the total number of different duties for which these business agents were held responsible, and the one duty for which each agent was most frequently held responsible.

Table VI lists the 49 individual business duties, the total number of different agents held responsible for the administration of each duty, and the officer or committee most frequently held responsible for the administration of each duty.

These tables show the following points: First, the superintendent of schools is considered, in a large number of the school systems examined, the chief executive of the entire school system. He was held responsible for the administration of 39 of the 49 duties, and he was the one business agent held responsible for the administration of 13 specific duties more often than any other one officer or committee. The secretary is probably the next most important officer. He was mentioned in connection with 35 different duties, and was the one officer held responsible for the administration of 8 duties more often than any other agent.

The finance committee and the committee on buildings and grounds are by far the most important standing committees found in connection with the business administration of city school systems. The former committee was mentioned in connection with 30 different duties and was held responsible for the administration of 6 duties more often than any other agent; and the latter committee was responsible for the administration of 26 different duties and was, more often than any other committee or officer, held responsible for the administration of 9 specific duties.

The second fact these figures show is the great lack of uniformity in regard to business practices and administrative organizations. This is shown especially well by Table VI, in which is seen a wide range of different officers that are held responsible for the administration of the various duties. The average number of different agents responsible for the administration of the 49 business duties for the entire group of 188 schools is 6.6 agents. In other words, the rules and regulations of a group of nearly 200 city school systems hold, on the average, 6 or 7 different business officers and committees responsible for the administration of each business duty that is mentioned in the rules and regulations.

Lack of uniformity in administrative organization for the supervision of business duties of school systems is further shown by the following analysis: As the rules and regulations were studied, the writer noted the various combinations of officers and committees that were included in the business administration. Because of its length, the complete list of all the different combinations of officers and committees cannot be presented here. Some school systems apparently, had only one business officer, which in most cases was the superintendent. But most of the systems included a large number of officers and committees in the personnel of their business departments. The size of a school system would seem to exert the most influence on the number of business officials and committees in a school system. However, when the cities were grouped according to population as shown in Table I, and were analyzed separately, the following points were found:

In the 12 cities having less than 5,000 population, there were 9 different combinations of officers and committees in the personnel of the

TABLE VI
Forty-Nine Specific Business Duties, Total Number of Different Business Agents Responsible for the Administration of Each, and Agent Most Frequently Held Responsible for the Administration of Each Duty

Duty	Total Different Agents	Chief Agent
Perform duties of general business executive.....	4	Superintendent
Serve as custodian of school property.....	9	Superintendent
Perform general secretarial duties.....	3	Secretary
Serve as secretary to the board of education.....	2	Superintendent
Custodian of valuable papers, records, books, etc.	4	Clerk
Responsibility for school census	5	Secretary
Perform legal duties, and give legal advice.....	2	Attorney
Responsibility for the transportation of pupils.....	2	Business Manager
Personnel Duties		
Recommend appointment, etc., of business employees	10	Superintendent
Employ, transfer, and discharge business employees without recommendation	11	Superintendent
Temporarily appoint, transfer, and discharge business employees.....	3	Superintendent
Supervise and direct the work of business employees	12	Superintendent
Supplies and Materials Duties		
Recommend the selection or purchase of all supplies and materials.....	3	Superintendent
Purchase all supplies and materials.....	12	Committee on Purchases-Supplies
Make minor purchases	3	Superintendent
Purchase special supplies.....	5	Committee on Buildings and Grounds
Purchase furniture and apparatus	3	Committee on Buildings and Grounds
Purchase fuel.....	7	Committee on Purchases and Supplies
Secure printing and all printed forms	5	Committee on Purchase and Supplies
Store and distribute supplies.....	12	Superintendent
Prepare an inventory of supplies	7	Superintendent
Financial Duties		
General responsibility for financial duties, and furnish advice on financial problems	8	Finance Committee
General supervision of the expenditure of money.....	8	Treasurer
Keep financial records and accounts.....	7	Secretary
Make financial reports	7	Secretary
Audit financial records and books.....	4	Finance Committee
Prepare the budget	6	Finance Committee
Furnish data for the preparation of the budget.....	11	Superintendent of Buildings and Grounds
Prepare and present bills to board for payment.....	3	Secretary
Approve or certify all bills.....	9	Finance Committee
Approve or certify bills for special purchases	11	Superintendent of Buildings and Grounds
Prepare payrolls.....	8	Superintendent
Approve or certify payrolls	9	Superintendent
Draw warrants and orders on the treasurer.....	7	Secretary
Perform the duties connected with paying bills.....	4	Finance Committee
Keep records of insurance and place insurance	5	Finance Committee
Collect all money due the school system	2	Treasurer
Collect incidental fees	6	Superintendent and Secretary
Buildings-and-Grounds Duties		
General supervision of buildings-and-grounds duties, and furnish advice on these duties	9	Buildings - and - Grounds Committee
Inspect buildings and grounds.....	11	Buildings - and - Grounds Committee
Recommend and furnish advice on needed sites and new buildings.....	4	Buildings - and - Grounds Committee
Supervise and inspect work of new construction.....	7	Buildings - and - Grounds Committee
Recommend needed repairs and alterations.....	8	Buildings - and - Grounds Committee
Perform the work of repairs and alterations.....	7	Superintendent of Buildings and Grounds
Supervise the work of repairs and alterations.....	11	Buildings - and - Grounds Committee
Supervise the cleaning and sanitation of buildings.....	7	Superintendent of Buildings and Grounds
Responsibility for care of mechanical apparatus.....	6	Superintendent of Buildings and Grounds
Supervise heating, ventilating, lighting, etc.	8	Superintendent of Buildings and Grounds
Prepare an inventory of furniture and equipment.....	8	Business Manager and Secretary

business department. These ranged in number from 1 officer, the superintendent, to a combination of 4 officers and 2 standing committees. Among the 30 cities ranging in population from 5,000 to 10,000 there were 11 different set-ups, from 1 officer, the superintendent, to 3 officers and 3 standing committees. Twenty-eight different combinations were found among the 62 cities 10,000 to 30,000 in population. These combinations ranged from 1 officer, the superintendent, to 5 officers and 4 standing committees. Forty-four different organizations were found among the 60 cities 30,000 to 100,000 in size, ranging from 1 officer, the superintendent in one case and the secretary in another

case, to 6 officers and 3 standing committees. And among the 20 cities over 100,000 in population there were exactly 20 different combinations of officers and committees. Each city in this group had an organization different from any other. In size, the personnel of these organizations range from 2 officers, the superintendent and clerk, to 6 officers and 4 standing committees. In the entire group of 188 school systems there are 112 different combinations of officers and committees in the business departments. The set-up most frequently found is the combination of superintendent and 3 or 4 standing committees. This organization was found in 31

cities. The combination that ranked next in frequency was that of the superintendent, secretary, and 3 or 4 standing committees, which combination was found in 25 cities. These facts seem to point further to the proof of the statement that the organization of the business departments of city school systems, as revealed by their rules and regulations, shows practically no similarity in a group of nearly 200 city school systems.

Subordinate Officers

Another important factor in the administration of the business affairs of a school system is the control exercised over the subordinate business officers. This problem might be stated in the form of the question: To whom are the subordinate business officers responsible for the performance of their duties? In practically all the rules and regulations included in this study definite statements were found showing to whom the various officers accounted for their work. Table VII shows the number of times each officer other than the superintendent was mentioned by all the rules and regulations, and the authority to whom these officers were responsible.

It will be seen from this table that the board of education holds authority over the secretary, clerk, treasurer, and attorney; while the superintendent holds authority, in most cases, over the other officers. This would indicate that the superintendent of schools is coming to be considered more and more frequently the chief executive of the entire school system, holding authority over the subordinate business officers. It will be seen that even the secretary and clerk, traditionally officers of the board of education, are coming gradually under the control of the superintendent.

Standing Committees

As the investigation progressed the writer was impressed with the frequency with which standing committees were found, and the extent of administrative authority granted these committees through rules and regulations.

Much has been written on the rôle that standing committees should play in the administration of school systems. Theisen has summarized very effectively the conclusions of a large number of writers on this question. He says:

1. There is no agreement among boards as to the number or the kind of committees.
2. A large number of committees is to be attributed rather to the size of the board than the amount of work to be done, merely as a way out of a dilemma, or to provide members with chairmanships.
3. Committees tend to perform executive functions.
4. The committee system fosters a divided rather than a centralized or coordinated form of organization.
5. Committee policy tends to become board policy, the board as a whole being ignorant of the real work of each committee.
6. The functions of the committees overlap.
7. Committees form a means of unnecessary delay and postponement of action.
8. Committees permit of pernicious influence.
9. A board of proper size needs only a few if any standing committees.¹

These statements show that in theory, at least, standing committees are undesirable as a means of business administration. Further, Reeder says: "During recent years, however, the size of boards of education has been decreasing, and with this decrease has come a

¹W. W. Theisen, *The City Superintendent and The Board of Education*. Teachers College Contributions to Education, No. 84. New York: Teachers College, Columbia University, 1917. Pp. 35, 36.

Personality in the Schoolroom

John Dixon

When the members of a board of education are seeking a superintendent for their schools, and when they have investigated his record of educational preparation, experience, and professional success, they have final recourse to the personal interview. They wish to know at first-hand something of the personality of the man whom they are considering.

Also, when a superintendent has investigated the qualifications of a teacher, he likewise arranges for a personal interview in order that he may gain an impression of the teacher's personality.

And, when school opens, the pupils are interested first of all and most of all in the personalities of the teachers who they are to have. At noon or at the close of the day, when these pupils return home, they discuss freely not so much the studies they are to have as the teachers with whom they are to work.

Whatever the factors that may enter into the teaching situation, it is the personality of the teacher that vitalizes knowledge and makes it desirable to the student. Whether the subject be mathematics or science, or literature, or history, or whatnot, it is taken into the teacher's mind, shaped by the teacher's understanding, colored by the teacher's feeling, given reach according to the teacher's vision and imagination, made real according to the teacher's sense of its reality, made practical according to the practicality and common sense of the teacher, given force and drive according to the will and energy of the teacher, and finally made acceptable to the pupil according to the teacher's conviction, sympathy, and skill in presentation. Even the hour of study has its quality and value determined by the attitude and personality of the teacher in charge.

When a teacher is employed, the community is not merely securing the service of someone learned in the lore of books and capable of manipulating the machinery of the schoolroom—it is employing one whose influence will be a lasting force in shaping the habits, ideals, outlooks, and aspirations of the boys and girls who are to be in contact with that teacher. And, this influence, so powerful for good or ill, is the expression and outcome of the teacher's personality.

Some Great Teachers

Whether the schoolroom is drab or colorful, dull, alert, wearisome, or vibrating with life, is determined by the personality of the teacher. Pres. Charles W. Eliot, of Harvard, said of this power of personality in the teacher: "The supreme value of a teacher lies not in the regular performance of routine duties, but in his power to lead and inspire his students through the influence of his own mental and moral personality and example."

There have been and are many wonderful examples of personality in the schoolroom. Madame Montessori's ideas spread from her small classroom far over Italy, Europe, and the New World because the ideas she advanced were endowed with intense life by the power of her personality.

Charles Townsend Copeland, for years teacher of English at Harvard, so influenced the students who came into contact with him that his mail came to hold dozens and scores, and in the course of a year, hundreds of letters from the students who at some time had taken his work. So great was the demand for his "English 12" that entrance to his class had to be limited by competitive examination. One of his students said of him, "He rules us like a czar and we like it. He has always something witty to say, always something inspiring to teach.

Unostentatiously one learns English composition with Copeland; incidentally, literature and the lost art of conversation, together with other things not taught in books. . . . He treats us as his brothers; some of us would rather tell our troubles to him than to our own families. He is always ready to advise, to give, to comfort, to laugh. I have never known anyone to abuse his friendship." Here was personality in the schoolroom.

Another Great Teacher

Any discussion of personality in the schoolroom would be incomplete without mention of Louis Agassiz. If one wishes to realize what personality in the schoolroom may mean at its very best, let him read the inspiring story of Louis Agassiz. He loved to be called "schoolmaster," and when he had become internationally renowned as a scientist, he still delighted in signing himself, "Louis Agassiz, Teacher." Although engaged in original scientific research that often occupied him fifteen hours a day, there never was a time in his life when he was too busy to lay aside his microscope or his pen in order that he might teach the humblest worker in his laboratory or take charge of his regular classes. Moreover, he never begrudged the time so used, but regarded his work in science and writing as subordinate to his work of teaching. He would turn to his hearers with the same enthusiasm when teaching a thing the thousandth time that he did when presenting it for the first time. An observer of Agassiz's teaching of younger classes of pupils has written, "There was no tedium in the class. Agassiz's lively, clear, and attractive method of teaching awakened their powers of observation and to some extent at least opened permanent sources of enjoyment." Always vividly alive,

always interested, always friendly, never dull, always happily communicative, and always profoundly convinced of the charm and value of knowledge—such was the personality of the great Agassiz in the schoolroom.

Of course, not every teacher can have the personality of a Montessori, a Copeland, or an Agassiz, but every teacher can develop a teaching personality of constantly growing power and attractiveness.

Interest as a Starting Point

One of the chief services of personality in the schoolroom is that of arousing *interest* in the pupils, in making them like the school, and so in holding them steadily to the great work of getting an education. All know that when pupils like the teacher they are inclined to take an interest in what the teacher teaches. Here is a case in point: Laura Rountree Smith, well-known author of charming child stories, once related that a little girl met her on the street and said to her, "O, Miss Smith, we are studying germs in school. Don't you know I just love germs, don't you!" That teacher had the wit and enthusiasm to make germs fascinating to a child. That is schoolroom personality in action. And the interest so generated is the foundation of all learning in the schools.

And, this interest on the part of the pupil is not a thing that can be assumed or demanded. It is something that must be achieved. Henry Suzzallo says of this interest: "The parent and the attendance officer, reinforced by the police power of the state, can guarantee only one thing, the physical presence of the child at school. It is left to the teacher to insure his mental attendance by a sound appeal to his active interests."

Records show that over four millions of boys and girls in the elementary grades annually drop out of school never to return. We know that the best interests, not merely of these boys and girls, but of economic, industrial, and civic America are not served by this sort of education. Further than this, those who have investigated the matter have found that the majority of these pupils did not leave school because of economic pressure, but because they did not care to continue to go to school. That is, the schools, however high their standards might be, failed somehow to establish and hold the interests of these pupils. Surely here is a need for personality in the schoolroom. More than two thousand years ago Aristotle, pupil of Plato, and teacher of Alexander, said, "The guest will judge better of the feast than the cook." So, likewise, the pupil is going to be the judge of whether he likes what the school offers him well enough to accept it and to continue with it or not. Education must be "solid" like any other commodity. Pupils must be won, and nothing less than a teacher with personality can win and hold them.

The Day of the High School

This is the day of the high school in America, and the secondary school is doing a wonderful work in democratizing education, but even so, the records of any high school will reveal an appalling list of those who drop out. There are, of course, many causes, economic and otherwise, operating to bring about this condition, but, when all these have been accounted for, there still stands the challenging fact that many, perhaps a majority, of those who drop out do so because they are not *interested*. The minds of these pupils are attracted to many things, but not spontaneously to the contents of textbooks. The x's and y's of algebra, Newton's laws of motion, and even the matchless lines of Shake-



PLAQUE PRESENTED TO MR. S. A. CHALLMAN, ST. PAUL, MINNESOTA, BY THE NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION IN RECOGNITION OF HIS WORK IN FOUNDING AND PROMOTING THE ORGANIZATION

Shakespeare's plays are to many pupils but symbols associated with school drudgery. The strange things of this more or less abstract and alien world of books can be made real only through the ministrations of the teacher and through the medium of the teacher's personality. Means must be found to bridge the distance from the natural, everyday, social and material interests of the pupil, as we find him, to these new things which the schools would have him know. There is the tendency on the part of the pupil to fail to see the values in these things of the mind and soul, and also to become discouraged when the way becomes hard. And in many, many of such instances nothing save the understanding, liking, and persistent effort of a teacher who genuinely cares will hold such pupils in the schools.

It is vital to the welfare of our people that the schools shall be attractive, that when pupils once come within their influence they shall wish to remain, and that this wish shall be so strong that nothing but the direst necessity will lead them to leave. The real test of a teacher is this attracting power, this holding power. There could be, in fact, no better criterion by which to employ and to promote teachers than this power to attract and to hold pupils. Here the schools must stand or fall, here the measure of the return on the money invested in teachers and schools is determined. The "take-it-or-leave-it" attitude on the part of any teacher in any schoolroom is deadly. Education, we repeat, must be "sold" to the boys and girls of the schools through the medium of the teacher's personality. The *desire* for the things of the school and education on the part of the pupil is the great desideratum. Every teacher needs to recall frequently the full sense of the old saying that you can lead a horse to water but you can't make him drink. Supply is nothing without demand.

A Teacher's Estimate

Professor "Steve" Gilman, himself a splendid example of what personality in the schoolroom at its best can mean, sent out over the radio a few years ago his conception of what personality in the schoolroom may stand for. Every teacher who heard that message was richer for life for its hearing. Here are some of the things that he said:

"A teacher of English literature, after his class was dismissed, stopped on the street to explain to one student the origin of certain

English words. One was from a Greek root, another from the French, another German, and so on.

"A second boy joined the first, then several more, until all of the dismissed class of 27 surrounded the teacher, and, wonder of wonders, 20 of them stayed around as though set in concrete, for an hour while the enthusiast for English of the fourteenth century described with animation the way our language was built up. His eyes glowed, his ardor was infectious, his knowledge was profound, his skill marvelous.

"Every one of those boys and girls was that day late for dinner, but they went home inoculated with something that they never had before—a taste for philology, a desire to pursue a scientific study into the origins of our native tongue. That's what I call inspirational teaching.

"When I was about 16, I walked up this hill with several farm and city boys to see about entering the University. We all had the same friendly welcome from a wonderful teacher. There might have been 20 of us, and 18 or 19 of the number never forgot the thrill of the great Greek professor's mildly expressed but sincere welcome.

"We came under the spell of a great humanist with something in him—what was it? No one can tell with any definiteness, but our great spiritual leaders have had it, our statesmen have it, the greatest football coaches have it, the greatest military leaders have it, innumerable town and country teachers of the past had it, some teachers yet have it.

"One or two of that country-boy crowd that September day long ago in front of what is now Bascom Hall did not need the touch on the shoulder, the wonder-working personality of the leader and exploiter of education. One or two of the group may have sneered at the human touch, and adopted a severe, superior intellectual attitude. The one or two out of 20 did not need the inspirational note. The 18 or 19 out of the 20 did.

"For 45 years those of us who survive have cherished the attitude, manner, and very words—the inspirational element—of the teacher who lit the fire and with wonderful skill, adapted to each of us, fanned the flickering flame of *desire*."

Teaching is personality molding personality to wiser and larger living, and riches of personality in the teacher is the greatest gift that can come to any schoolroom.

Radio Education

II—The Local Uses of the Radio

E. D. Jarvis, Ft. Recovery, Ohio

Some of the uses to which the radio has been put by local schools in various school districts, seem to be almost as important as the original purposes which caused the installation of receiving instruments. Indeed, a few principals and superintendents are of the opinion that the local uses are of more value than any schedule of radio lessons developed thus far.

For the purpose of discussion these local uses are grouped so far as possible:

School "Home" Uses

I. The use of the microphone inside the school building or in one school system:

1. The principal or administrative head of the school may save much of his time by:

a) Making most of his announcements through the microphone, without the loss of time necessitated in shifting all classes to an auditorium.

b) Making announcements at the most opportune moments or when they will be psychologically effective. Perhaps a boy, or group of

boys, has been seen taking some reckless chance in crossing the street, or in meddling with some school equipment of a dangerous sort, or in driving his car at a dangerous rate of speed on slippery roads. The time to remedy such a situation is immediately following the occurrence. It should not be necessary to wait until a convenient time.

c) For arousing interest in worthy school campaigns such as ticket sales, traffic organizations, encouraging attendance, decreasing tardiness, etc.

d) For giving notice of fire drills.

2. The music of the school band, choral clubs, solos, or group selections, may be broadcast to any or all classrooms.

3. The best essays, oral reports, and best readers may display their abilities and achievements under more desirable circumstances than those usually necessary. Talks by presidents of classes and other student leaders, may be given with a minimum of disturbance.

4. Some instruction by teachers of the local

system can very well be given, such as spelling lessons, arithmetic drills, etc., assuring progress of a uniform nature and affording a steady correlation of results.

5. Assembly programs can be entirely produced via the microphone. Local speakers of importance may even sit at their desks in their own offices and broadcast to the children, if they find it impossible to get away at the time of the program. Outside men of prominence coming in without sufficient advance notice may be given the chance to speak to the pupils without upsetting the regular school routine.

6. The principal or supervisor may give check-up tests and make surveys of a given subject with the minimum of effort—and the maximum of standardization.

7. Morning exercises may be simplified and vitalized by teachers taking turns in leading them.

Entertainment Possibilities

II. The use of air programs for entertainment.

1. During the noon hour when pupils remain to eat their dinners, a pleasant aid to digestion and a means for diverting what often proves to be destructive energy, is available in musical or other entertaining programs. The same use may be made at other leisure periods during intermission, before and after school.

2. The teachers may be supplied with pleasant and nerve-resting entertainment during their leisure time.

3. The radio may fill many minutes which have ever progressed slowly—such as the time intervening between the hour a meeting has been scheduled to start, and when it actually starts. It will form an easy means of entertainment, a pleasant background for such adult school gatherings as parent-teacher meetings, farm meetings, civic-league meetings, etc.

4. It assists in opening and closing the regular assembly periods.

5. It provides amusement during school social functions, such as parties, plays, and may even help to quiet a disorderly crowd at a basketball game.

6. The radio provides the necessary or desirable music during the showing of an educational picture.

Special Occasions

III. The equipment may be used for special occasions of great importance.

Recent important events are suggestive of the type of occasions which are most useful for school reception:

1. The inauguration of the President and speeches which are made by him at other national affairs.

2. The inauguration of the Governor and other speeches made by him.

3. MacDonald's welcome at New York.

4. The funeral of Chief Justice Taft.

5. The talk of Commander Byrd.

6. The Ohio River Celebration.

7. The London Naval Conference.

8. Great symphony concerts.

9. Special holiday programs, such as Christmas, Lincoln's Birthday, Thanksgiving, etc.

10. Listening to great men whose names have a significance in history, such as the King of England, Marconi, etc.

11. Arrival of the Europa.

12. Accounts of the Graf Zeppelin's flight, etc.

IV. Instructional Programs.

In addition to these last-mentioned uses, which are all instructional in nature, there are other more definitely instructional programs that have been used, such as:

1. Current-events talks.

2. The broadcasting of college debates.

3. The use of educational programs occurring during and outside of school hours. The

(Concluded on Page 108)

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

Present Problems of School Legislation

THE season of the year has arrived when educators throughout the country are turning their attention to the consideration of new school laws. The legislatures of some thirty-odd states will convene during the earlier part of the year 1931 and include in their deliberations the subject of the needs in the field of popular education.

The volume of new school laws to be proposed, and old laws to be amended, will probably be larger this year than they have been at any previous time. This will, in part, be due to the fact that state educational departments have applied themselves with greater thoroughness to their task and to the greater interest manifested on the part of state educational associations in the matter of school legislation.

Both, the state departments and the state educational associations, have realized with great force the defects and shortcomings of the present laws, and are clearer as to the educational gaps that must be filled, and as to the general tightening up of the administrative machinery that must be engaged in.

To this end the National Educational Association comes forward with an illuminating series of bibliographies covering the several phases of school legislation likely to receive consideration. The association, too, summarizes these, in the order of their interest and importance, as follows:

"(1) How may state tax systems be revised so as to secure adequate school revenue? This includes such factors as a larger taxing unit, centralized tax administration, improved assessment bases, and indirect taxes. (2) How may state school aid be extended and distributed so as to provide good schools throughout the state? (3) How may teaching be improved by establishing a teacher retirement system and how may retirement systems already in operation be placed on a sound basis? (4) How may school efficiency be increased by enlarging the local unit for school control? (5) How may the standards of teacher preparation be raised through better certification laws and regulations?"

It needs no argument to support the belief that the subject of school finance will lead all others, and that substantially the bulk of school legislation will, in a greater or lesser degree, hinge upon the problem of adequate school revenue. The apportionment of school support between district and district, for instance, primarily involves consideration of the sources of revenue. An equitable state equalization of school support is wholly predicated upon an adequate income.

While the enlargement of the local school unit is primarily directed in the interest of greater efficiency, we find here, too, that the matter of financing is involved. Efficiency in school administration rests not only upon an adequate financial support, but also upon the wise expenditure of the dollar. With the prevailing business depression the average legislator will think in terms of rigid economy as well as in terms of increased efficiency. Other subjects, such as the matter of teachers' retirement funds, teachers' tenure, teachers' certification, and the like, will also come under the scrutiny of the legislatures.

The educators who go forward to meet the lawmakers, engage in legislative combats, and grapple with the problem of better school laws, must not only be prepared to meet the financial issue, but to deal with the same in a comprehensive manner. At every turn they must be clear as to the increased costs to the public involved in this, that or the other piece of legislature.

Even more important, in our judgment, is a comprehensive grasp of what constitute the sources of revenue; namely, the elements of taxation. The schoolmaster cannot be expected to be a tax expert, but when the legislator seeks to dispose of a better school-support measure

by saying "if you want more money tell us where to get it!" he must stand ready to discuss the problem of taxation.

And why not? The educator who champions the cause of better schools, and who argues for better administrative machinery, can readily master the principles of taxation. He can satisfy himself as to modern methods of tax administration, note defects as well as virtues, and the possibility of discovering new sources of revenue. In any debate on the subject between legislator and schoolmaster the latter ought to be as well equipped as the former.

In recent years there have come to the surface a gratifying number of educators throughout the country who have manifested an intimate knowledge of the intricacies of taxation and who with a masterful clearness have gone to the very bottom of the question of school support. They are able to cope with every phase of an all-important subject.

The momentum which the public schools have attained must be continued in periods of depression as well as in periods of prosperity. The enterprise and energy of the American schoolmaster, coupled with the aspirations of the general public for a school system that is highly efficient and serviceable, suggests legislation that will not only maintain but add to the prestige, strength, and beneficence of the nation's system of popular education.

Public Criticism and School Administration

THE average board of education, as a rule, is not much disturbed over the small backyard gossip about school affairs or about the persons connected with the school system, which afflicts every community. Its members are inclined, however, to become restive when its policies are publicly attacked and when its motives are questioned.

The newspaper editor who is desirous of relieving himself of a grouch, frequently finds the local school system a convenient point of attack. There is always something that can be criticized without the danger of a successful comeback. The newspaper, like the auctioneer, has the last word, and woe to him who attempts to tell the editor where to get off at.

But an editor may have moments when he is rational and complacent, and when he discusses things with a remarkable spirit of fairness. Thus the editor of Sharon, Pa. *Herald* recently said:

"If school costs are high, school officials are extravagant. If costs are low, with a resulting lower standard of education, the officials lack vision. If a superintendent exercises authority within his sphere, he is autocratic. If he does not, he is held inefficient and lacking the courage of his convictions. If schools are run wholly in the interests of pupils, with a cold shoulder to appeals for special favors or without consideration of factional interests, they acquire the enmity of all factions.

"If young people of a community do not measure up on conduct or otherwise to as many different standards as there are people, it could not be any negative influence in the community, it is the schools.

"If the youth of the community, bubbling over with life and energy, display more pep than we can recall possessing when we were young, it is the fault of the disciplinary methods of the school. If there is a wave of crime or petty thievery in a community, it is the fault of education. If the scholarship of the young people of a community is low, it cannot be a dozen distracting influences that make concentration on schoolwork difficult, it is the fault of the school instruction. If homework is assigned to keep less energetic students up to grade, the schools are driving the young people too hard and impairing health. If schools make provision for health and recreation in their educational program, they are indulging in fads and going beyond the legitimate sphere of activity of the schools."

Then the editor submits the following: "It is a strange paradox that people know more about how a school system should be conducted than any other single project. Being public institutions supported by public moneys, they hold public interest and attention. It is right that they should. A school system bears much the same relation to a community as the only child of a family does to its near relatives. Many a child has been deprived of its initiative and its opportunity for development because it has been subjected to too much guidance by many interested relatives.

"The school is concerned with the scholastic accomplishments of the young people. It is concerned with their conduct in and out of school. It is concerned with their physical well-being. It is concerned with

their moral standards. It is concerned with inclinations, interests, and activities of its respective groups. It alone cannot be expected to overcome all negative influences. It cannot make void hereditary influences. It cannot furnish ability where ability does not exist. It cannot detect all personal characteristics where mass education is necessary. It cannot eliminate evil tendencies strongly embedded through heredity, environment, or unwholesome influences."

If the schoolmaster said all these things, the public would imagine that he was on the defensive, and had to say them in order to hold his own. It is therefore refreshing to see an editor, who represents the general public rather than the school official, awaken to the limitations as well as to the possibilities of a modern school system.

The Training of School Janitors, Engineers, and Custodians

IT needs no argument that in the management of a modern school structure a higher order of efficiency must be exacted on the part of the janitor-engineer. While every school building, large or small, requires attention in the direction of cleanliness and common care, it follows nevertheless, that a modern structure with its elaborate and at times complicated equipment, calls for more than an ordinary house caretaker. It demands the trained janitor-engineer.

This fact has come into greater recognition with the evolution of what might be termed modern school architecture. The need of trained school custodians has found expression in articles which have appeared in the *AMERICAN SCHOOL BOARD JOURNAL* in recent years dealing with the janitor-engineer service. Books dealing with the subject have also been devised.

In presenting the argument why special training should be accorded to the janitor-engineer-custodian, John Absalom Garber, a student of the subject says:

"There is probably no other governmental position of equal responsibility filled by appointees so entirely lacking in technical training and oversight as in the case of school janitors. As a consequence, most of our school janitor service is haphazard. Even among the better class of janitors, the work is usually done by rule-of-thumb methods, and such methods are sure to break down whenever there is a change in conditions.

"If school boards, superintendents, principals, teachers, parents, and janitors themselves can be led to understand and appreciate the importance of the janitor as a responsible school officer, and can be shown wherein the service should be improved and the methods by which this may be accomplished, it is believed that a valuable service will have been rendered to the cause of public education."

In recognition of this conclusion school authorities in different sections of the country have provided classes in which instructions on the janitor-engineer service are given. The board of education of Minneapolis has afforded training to its school custodians for the past fourteen years through the conduct of summer classes.

There can be no doubt that such training directed to the subject of school housekeeping, maintenance and management of a structure, and to the matter of heating and ventilating, and the general care of apparatus and equipment can only make for economy and efficiency.

The Unit Question in School Administration

MUCH has been heard in recent years as to the unit that shall insure the best results in the administration of a modern school system. Will a larger unit serve better than the smaller? On the other hand, are there any advantages in the smaller unit?

As far as the city-school systems are concerned the question of a unit of government is fixed. The smaller communities which lie in suburbs of the larger usually prefer to remain intact. The residents are frequently made up of a class of men who conduct their business affairs in the city and live in the village. They are, as a rule, able to maintain a good school system.

The question, as it has revealed itself before legislative bodies and educational councils, touches the rural districts where the ambition has been to provide all the advantages which go with large, well-financed, well-organized, and well-manned school systems. Thus, the tendency has been to bring an entire county under one unit of school administration, and equalize the tax ability between the several integral parts,

and the same time centralize the government of the several districts into one.

Where the tendency toward the unification has been combated it has been upon the grounds that immediate contact is destroyed, and that thereby local initiative and responsibility suffers interference. The rural school-board member does not want to surrender his immediate contact with and control of the school in his district. Such contact and control has become a part of his citizenship and his patriotism and love of country.

Where the county unit plan has gone into operation the district has gained more than it has lost. A more equitable regulation of the financial support has followed. In point of service the taxpayer has received more for his money. The district has been relieved from some of the evils which have beset those who live in isolation and exclusiveness.

Those who, after due trial and experience, testify most favorably as to the utility of the county unit. "I am completely sold on the advantage of the county district for the administration of public schools," says C. E. Compton, superintendent of Two Harbors, Minnesota. He points out that under the larger unit, higher professional talent is obtained and better supervision is assured. The small school gives way to the larger and better-equipped, organized, and administered unit.

The school legislation of the future will contemplate even to a greater degree the benefits to be achieved through the enlargement of the administrative unit, and the centralization of control and management. The district system must give way to the county unit. That is inevitable.

Another Phase of the Superintendent's tenure

THE school superintendent of high standing, who has under consideration a new position, is primarily concerned with the attitude and personnel of the board of education. Will it support projects and departures designed to strengthen and promote the school system? Is that attitude such as to place a proper estimate upon professional leadership? Finally, will that leadership be allowed to remain in office long enough to accomplish results?

When the board of education of Springfield, Illinois, last spring, cast about for a school superintendent, it was found that the number of desirable applicants was a meager one. Good men usually are not foot-loose. They are reasonably satisfied where they are, and will not change, unless better opportunities are afforded. True, the small-town superintendent is ready to accept a large-town superintendency. That is as it should be, and therefore, quite laudable. But, the transfers from one big town to another are not so frequent.

When the Springfield board of education was in the midst of its search for a school superintendent, the editor of the *Springfield Journal* spoke up and said:

"Why is it that the big fellows do not apply for the Springfield job? The field is inviting and the salary is attractive. Springfield is a good city in which to live and well enough known that good work in this city is recognized and rewarded with even better opportunities.

"Men in the first rank in education do not apply for the Springfield job because they do not care to sign a one-year contract. By the time a new man gets his work organized and has a program mapped out, he must start worrying whether he is to be reemployed for another term.

"If, at the end of one year, he does not have the schools functioning perfectly, an impatient school board of changing personnel may give him the 'gate.' Athletic directors are signed for three years that they may have a chance to install and perfect a system. Results are expected, not immediately, but eventually. Is not a superintendent of all the schools entitled to the same period of trial? First, the board of education must find a man indubitably qualified for the important post. Then deal fairly with him. Give him an opportunity to show what he has. Unless the system is stabilized, the schools cannot function properly and the losers are the children of the city."

This states the case clearly. There must be a reasonable assurance in the matter of tenure of service. The supercautious board member may hold that the superintendent who can be dropped at the end of a year will strive to render good service. On the other hand, the uncertainty of tenure may make for a supercautious superintendent. The educational leader who stands ready to accept a new position may also be trusted with a three-year contract. His prestige and past experience must afford the assurance, which the board must have, that he will measure up to the requirements of his office.

What Happened to School-Bond Prices?

Harold F. Clark, Ph. D., New York City

In the early part of October opinion was almost unanimous that bonds would move to higher prices. This, of course, would mean lower interest rates. During the first week of October this opinion was expressed by a great many competent authorities. Very soon thereafter bond prices began to run into difficulties, and the general movement throughout the month of October was down, rather than up. The net result of all of this was that our index of bond prices actually rose during the month of October.

The whole movement illustrates, again, the extreme difficulty of trying to estimate any length of time in advance what is going to happen in our financial markets. It makes it almost necessary that schoolmen have available not only adequate information of general trends, but also some facility for getting very quick and adequate information right up to the minute. This, of course, does not decrease the value of the information giving the general trends of bond prices, but simply means that this information should be supplemented. It

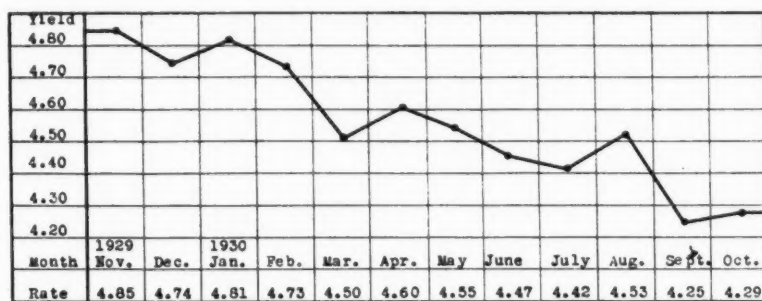


TABLE I. AVERAGE YIELD OF ALL SCHOOL BONDS SOLD DURING THE MONTH

The average net interest rate of all school bonds sold during the month of October was 4.29 per cent. This compares with the rate of 4.25 per cent for the month of September. We did not expect, of course, any upward or downward movement to be consistently in one direction all the time. It is difficult enough to estimate whether the general movement will be up or down, without attempting to predict other slight variations within that movement. The fact, though, that bond interest rates rose, even though very slightly, during the month of October when there seemed to be such adequate reasons for them going in the other direction.

TABLE II. Amount and Yield of Bond Issues

1. School bonds during the month ¹ of October	\$ 10,765,000
2. All municipal securities sold during the year (to date)	1,187,000,000
3. All school bonds outstanding (estimated)	3,272,000,000
4. Average yield of all school bonds outstanding (estimated)	3.64%
5. Yield of school bonds of ten large cities	4.26%
6. Yield of United States long-term bonds	3.22%

¹The monthly total of school bonds does not include all the bonds issued in the month, due to the difficulty of obtaining the yield on some of the issues.

raises an unusual situation. As a matter of fact, the explanation, or at least one explanation, is probably quite simple. Better bond prices were predicted with the assumption that the stock market would move within relatively slight ranges, perhaps either rising or declining slowly. There was little reason to think that the stock market would absorb a large amount of money. Instead of behaving in this manner, the stock market during the month of October went through what would be called a fairly radical decline. This reached such an extent that it unsettled confidence in the bond market temporarily, and instead of buying bonds, people have largely refrained from buying anything.

TABLE III. Bond Sales and Rates¹

Year	School	Municipal	Private	Year	Municipal
1929	230*	1,432*	10,194*	1929	4.67*
1928	218	1,414	8,050	1928	4.45
1927	266	1,509	7,776	1927	4.49
1926	260	1,365	6,344	1926	4.61
1925	323	1,399	6,223	1925	4.58
1924	288	1,398	5,593	1924	4.26
1923	206	1,063	4,303	1923	4.76
1922	237	1,101	4,313	1922	4.81
1921	215	1,208	3,576	1921	5.18
1920	130	683	3,634	1920	5.12
1919	103	691	3,588	1919	5.04
1918	41	296	14,368	1918	4.90
1917	60	451	9,984	1917	4.58
1916	70	457	5,032	1916	4.18
1915	81	498	5,275	1915	4.58
1914	42	320	2,400	1914	4.38

¹By special permission based upon sales reported by the Commercial and Financial Chronicle.

*Not final.

¹Copyright by Harold F. Clark.

Date	Average Price of 404 Stocks (1926 Average = 100)	Average Price of 60 Bonds	Average Yield of 60 High-Grade Bonds
1930 Nov.	118.3*	99.4*	4.44*
Oct.	127.6*	99.8*	4.42*
Sept.	148.8	100.0	4.41
Aug.	147.6	99.6	4.43
July	149.3	98.7	4.40
June	152.8	98.2	4.53
May	170.5	97.9	4.54
April	181.0	97.9	4.54
March	172.4	97.8	4.55
Feb.	166.5	96.4	4.65
Jan.	156.3	96.5	4.64
1929 Dec.	153.8	96.5	4.64

¹As reported by Standard Statistics Company, Inc. Used by special permission.

*Not final.

barring too great an unsettlement in general business conditions, there is every reason to expect bond prices, over a period of time, to work to better levels. This means, of course, even lower interest rates in the future.

Table IV shows the trend of interest rates of long-term Federal Government bonds during recent years and more recent months. It will be noticed that the general tendency is toward lower yields. There is no reason to think this movement is over.

Table V shows the trend of security prices. The great drop during the month of October will be noticed. That decline continued throughout the entire month, and November saw even lower levels. Brokers' loans have reached the lowest level in several years. This means, of course, relatively little money tied up in the stock market. This, in turn, is a good indication for improved prices of bonds.

TABLE VI. Revised Index Number of Wholesale Prices (United States Bureau of Labor Statistics, 1926 = 100)

Month	All commodities	Building Materials	Year	All commodities	Building Materials
1930 Nov.	83.9*	85.9*			
Oct.	84.1*	86.1*			
Sept.	84.2	86.4*	1928	97.7	93.7
Aug.	84.0	87.4	1927	95.4	93.1
July	84.0	88.9	1926	100.0	100.0
June	86.8	90.0	1925	103.5	101.7
May	89.1	92.9	1924	98.1	101.3
April	90.7	94.7	1923	100.6	100.7
March	90.8	95.4			
Feb.	92.1	95.7			
Jan.	93.4	96.2			
1929 Dec.	94.2	96.2			

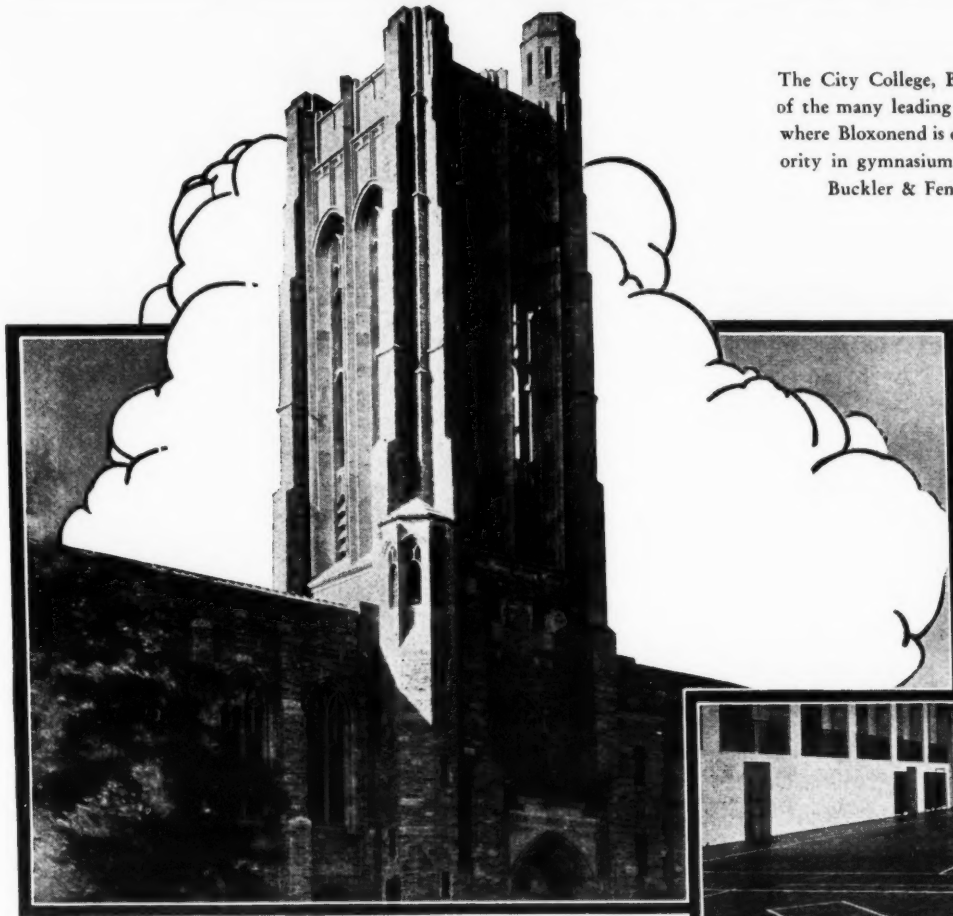
*Not final.

Table VI shows that the declining movement of prices has not completely exhausted itself. The rate of decline has, undoubtedly, slowed up and prices may tend to drift for some months. It is highly improbable that there will be any sustained strength in commodity price in the weeks that lie immediately ahead. This, of course, means favorable buying opportunities for school-building construction and other items. With relatively favorable interest rates and unusually favorable building material costs, there is much to be said for considering school construction at this time.

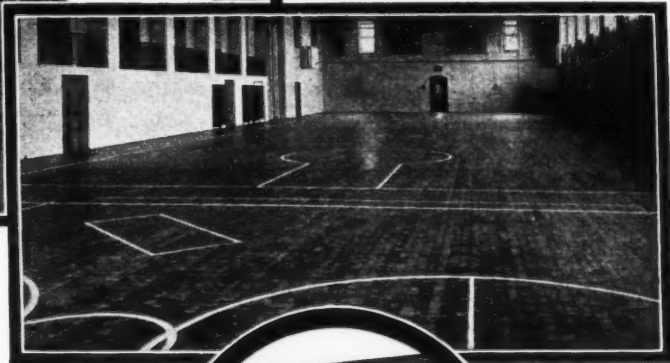
♦ Saginaw, Mich. The board of education has awarded contracts for two elementary schools, to be completed at a cost of \$58,000 and \$138,000 respectively. The erection of these buildings completes the elementary-school-building program of the board. During the past two years, six elementary schools have been erected, following the recommendations of a city-wide building study.

♦ Summit, N. J. The school board is erecting two school buildings, at a cost of approximately \$300,000. The schools have been carefully planned with modern facilities, and will be provided with the best of furniture and equipment.

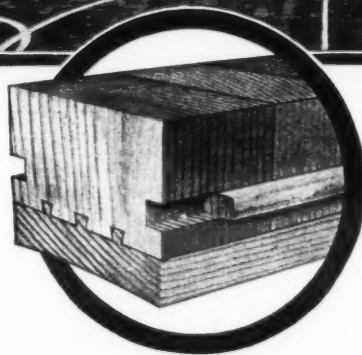
♦ Owing to the fact that the finances of the Urbana, Ill., school system were tied up in litigation, the teachers were paid their salaries in interest-bearing warrants. The merchants have accepted these warrants at face value.



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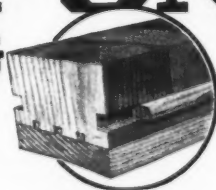
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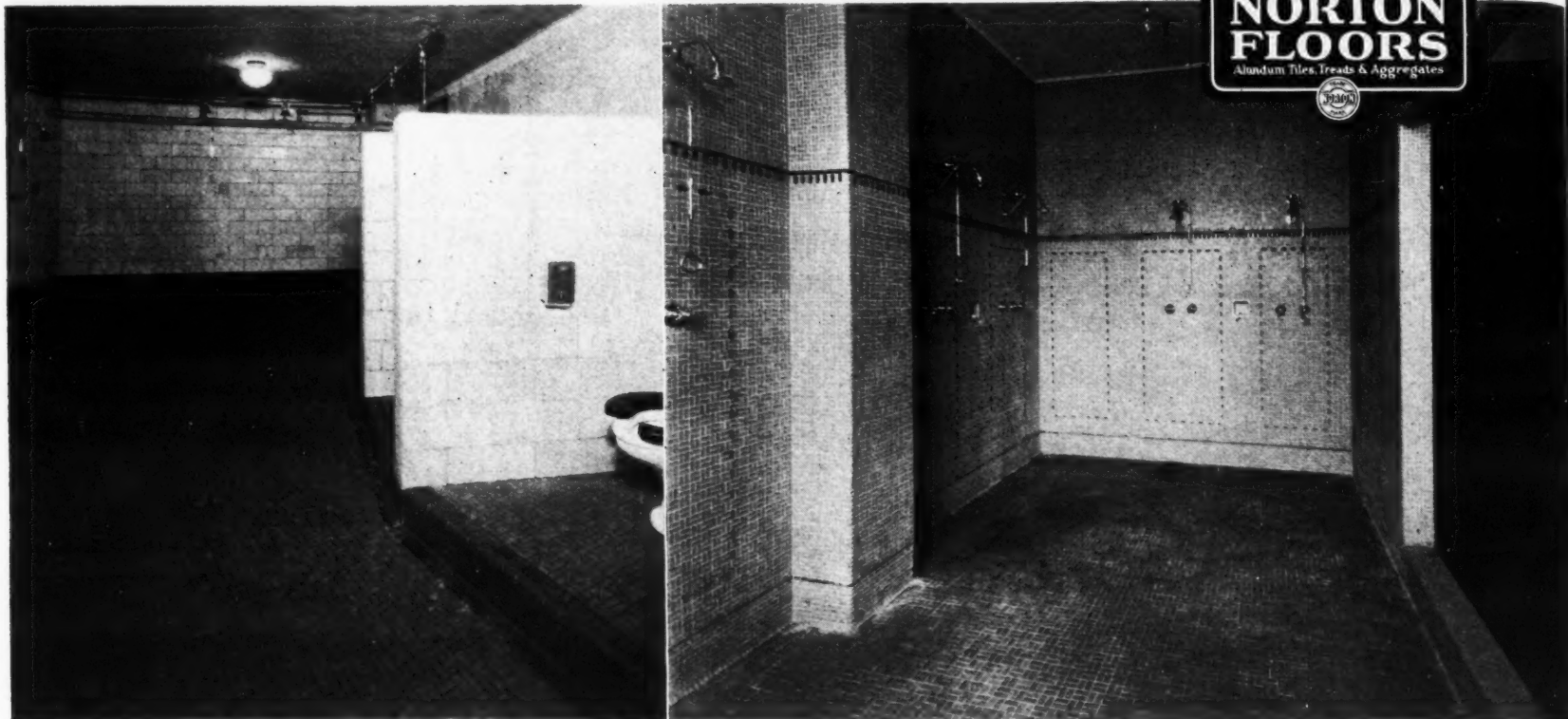
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WASHINGTON CORRESPONDENCE

A. C. Monahan, Formerly U. S. Bureau of Education

The White House Conference on Child Health

The White House Conference on Child Health and Protection met in Washington, November 19 to 22, 1930, when the members of the various committees, together with delegates of interested organizations, gave consideration to the reports. The conference was created by President Hoover shortly after his inauguration, to study the present status of the health and well-being of children in the United States, to report what is being done for their health, and to recommend steps to be taken to improve present work.

A planning committee was appointed of 27 men and women whose national interests were closely related to the various phases on child health and protection. It developed the plans for the national study, to include surveys of all the facts and conditions which relate to the well-being of the child. The work was divided into four major sections, each of which was divided into subsections. As the work progressed the membership in committees and subcommittees constantly grew till it reached over 1,200 persons.

The combined reports of all the committees contain approximately 180,000 words. An abstract containing 18,000 words was prepared for the meeting. A summary of recommendations was given to the public in a radio address by the Chairman of the Conference, Dr. Ray Lyman Wilbur, Secretary of the Interior, at the close of the meeting.

One of the four sections of the conference was on the work of the schools—public, parochial, and private—in child health education. Its report summarized what is now being done in child health under the headings: Medical inspection, medical care, dental inspection and treatment, school nurses, curriculum of health education, nutrition

education, and mental hygiene. The Conference adopted recommendations for the extension and improvement of these types of work.

American Council on Intellectual Cooperation

An educational organization has been created, known as the "American Council on Intellectual Cooperation." It is a United States branch of the Inter-American Institute of Intellectual Cooperation, created by the sixth Pan-American Conference held in Havana in 1928. This Inter-American Institute held its first meeting in Havana in February, 1920, with official delegates from all of the American republics. Now steps are being taken to organize in each republic, local councils similar to the one just organized in the United States.

One of the first and principal works to be undertaken is the promotion of the exchange of students and professors of the various countries of North, Central, and South America. The headquarters will be in Washington, D. C., at the office of the Executive Secretary of the American Council, Dr. James B. Scott, Secretary of the Carnegie Endowment for International Peace.

The American Council of Intellectual Cooperation is comprised of 55 members, with an executive committee to perform the usual functions of such a committee. The executive committee, which met in Washington, took steps toward the establishment and maintenance of a permanent headquarters. It elected Dr. Scott as executive secretary, and the secretary of the Department of the Interior as chairman. The members are: Dr. Frank Aydelotte, president of Swarthmore College; Dr. Isiah Bowman, director, American Geographical Society of New York; Dr. William John Cooper, U. S. Commissioner of Education; Dr. Stephen Duggan, director, Institute of International Education; Dr. John C. Merriam, president, Carnegie Institution of Washington; Dr. Ellen F. Pendleton, president of Wellesley College; and Dr. James Brown Scott.

State Lists of Illiterates

The National Advisory Committee on Illiteracy will sponsor a resolution to be offered in the opening of the next session of Congress, which con-

venes December 1, which would authorize the Federal Census Bureau to furnish the names and addresses of illiterates to the proper state officials for confidential use in their campaign to reduce illiteracy. The National Committee feels that it is imperative that the school authorities of the states have this information for the purpose of carrying out their function of educating illiterates. An opinion of the Attorney General that the new law for census prohibits the director of the census bureau from giving out such information now, has made this procedure necessary.

School Building to Relieve Unemployment

The district commissioners have approved a program of immediate action in the construction of two school buildings, and an athletic field at one of the senior high schools, to assist in the relief of the unemployment situation. Such action will assist in the relief of the unemployed, and will prove an economy to the district, as building costs are considerably lower, due to the economic situation, than they have been for some time. Good authorities place them at from 10 to 20 per cent lower than a year ago.

Educational Committee on Radio

The Advisory Committee on Education by Radio, which met in Chicago recently, adopted the following resolution:

"The Conference on Radio and Education recommends that the Congress of the United States enact legislation to permanently and exclusively assign to educational institutions, and government educational agencies, a minimum of 15 per cent of all radio broadcasting channels which are or may become available to the United States."

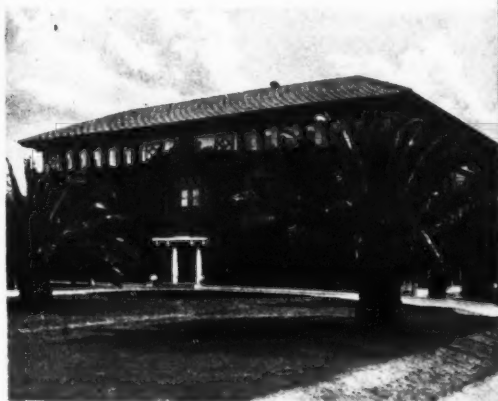
They have published a pamphlet, available through the U. S. Office of Education, which reports the extent of educational broadcasting, here and in foreign countries, with a discussion of its value and future. Among the questions discussed are the assumption of responsibility for educational broadcasting by the Federal Government, the attitude of educational broadcasters to the commercial firms, and suitable subjects and effective methods.

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At right: A quiet, comfortable floor of *Sealex Battleship Linoleum* in the Law Library of the University of Arizona, installed by McLaughlin Furniture Co., Tucson, Arizona, Authorized Contractor of Bonded Floors.

Below: The splendidly equipped Law Building of the University of Arizona. Architect: Roy Place.



QUIETNESS costs no more

THE University of Arizona has paid no premium for quietness in the library of its model Law Building. The floor material, *Sealex Battleship Linoleum*, is quiet by nature. It subdues the clatter of footsteps. Yet it costs no more (often costs less) than the hard, noise-promoting floors it supersedes.

When you build—or when you remodel—investigate the advantages and costs of using Bonded Floors of *Sealex* material. Ask us for an estimate. You'll be pleased with the reasonableness of the figure.

Sealex Battleship Linoleum is a splendid "heavy-duty" floor at low cost. Where a more decorative effect is desired, *Sealex Jaspé Linoleum* is far from expensive. In reception rooms, entrance halls, private rooms, etc., the cost of *Sealex Treadlite Tile* in made-to-order designs is not at all prohibitive. All are easy-to-clean, quiet and comfortable underfoot. And when installed by Authorized Contractors of Bonded Floors, they carry our Guaranty Bond.

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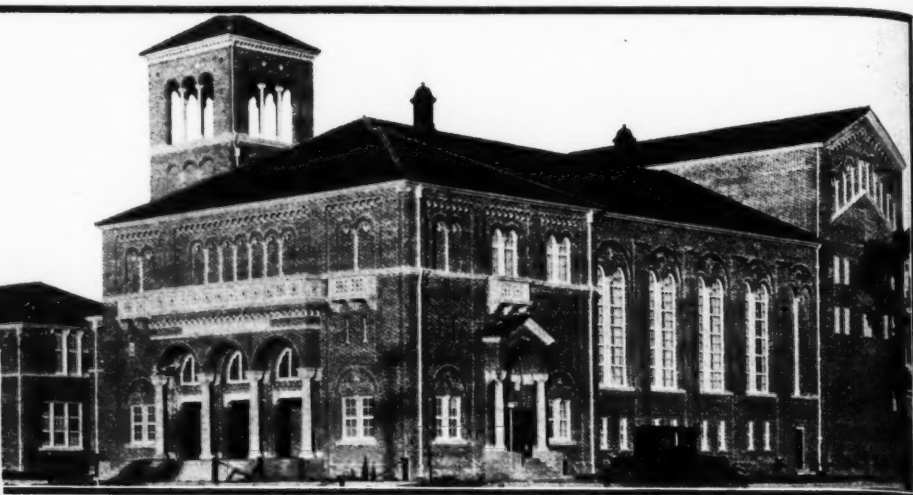
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SCHOOL LAW

♦ The attorney general of Nebraska, C. A. Sorensen, has advised school boards that they may not legally dismiss a teacher on account of her religion. But, he ruled, it is under no legal obligation to employ or reemploy a teacher unsatisfactory "because of her religion or any other reason or no reason."

Even though the teacher's contract might provide in broad terms that the board could dismiss a teacher at any time with or without cause, Mr. Sorensen held that "if the teacher could show that her religion induced her dismissal, she would be entitled to the relief authorized by law for wrongful discharge from employment." "A public-school teacher," he explained, "cannot by word, sign, act, or garb consciously or unconsciously impart her religious creed to the pupils. The teacher in the public schools of Nebraska is under an affirmative legal duty to refrain from imparting her religion to her pupils."

♦ The supreme court of the state of Washington has recently rendered a decision in the case of Hattie Sanborn against the retirement fund, reversing an opinion of the Thurston county superior court, which granted her a disability annuity, and has sustained the action of the board of trustees who denied her application for a disability annuity on the ground that she was not a contributing member of the retirement fund.

The ruling establishes the precedent that, in order to be entitled to retirement or disability benefits of the fund, one must be a contributing member up to the time of application for such retirement or disability annuity.

RECENT DECISIONS

School Lands and Funds

A matriculation charge cannot be imposed as a condition to admission of children to a public school which forms part of the general school system (Ga. constitution, art. 8, §1, par. 1, as amended

by the Ga. acts of 1911, p. 46).—Moore v. Brinson, 154 Southeastern reporter 141, Ga.

A public school, discriminating between children paying a matriculation fee and children not paying a fee, violates the Georgia constitution providing for free schools (Ga. constitution, art. 8, §1, par. 1, as amended by the acts of 1911, p. 46).—Moore v. Brinson, 154 Southeastern reporter 141, Ga.

School-District Property

A school-building contractor's surety taking over a building for completion, and receiving benefits from the contract, was bound to pay the contractor's obligation to the bank.—National Loan & Exchange Bank of Greenwood v. Gustafson, 154 Southeastern reporter 167, S. C.

The language of a school-building contractor's bond required the surety to pay the contractor's obligations to the bank which loaned the money to pay for materials and labor.—National Loan & Exchange Bank of Greenwood v. Gustafson, 154 Southeastern reporter 167, S. C.

Where a school building did not come up to the contract in certain particulars, the school board could retain, from funds in its hands, a sufficient amount to make the deficiencies good.—National Loan & Exchange Bank of Greenwood v. Gustafson, 154 Southeastern reporter 167, S. C.

School-building architects are held entitled under contract, to \$10 per day out of \$30 a day retained by the district for the contractor's delay in completing the building.—National Loan & Exchange Bank of Greenwood v. Gustafson, 154 Southeastern reporter 167, S. C.

Under contract, architects could not recover the cost of services rendered necessary by a contractor's delinquency where the school district was not allowed damages.—National Loan & Exchange Bank of Greenwood v. Gustafson, 154 Southeastern reporter 167, S. C.

School-District Taxation

A school-district election is void where the qualified voters are fraudulently deprived of an opportunity to vote in numbers sufficient to have changed the result of the election, had their votes been counted for the losing side (Okla. constitu-

tion, art. 10, §26).—Richardson v. Gregg, 290 Pacific reporter 190, Okla.

Teachers

The construction by a teacher, upon communication from the school trustees to apply for the next term, that it was a notice of reelection, is held not binding on the court in construing the notice (Mont. revised codes of 1921, §1075, as amended by the Mont. laws of 1927, c. 87).—McBride v. School Dist. No. 2, Silver Bow County, 290 Pacific reporter 252, Mont.

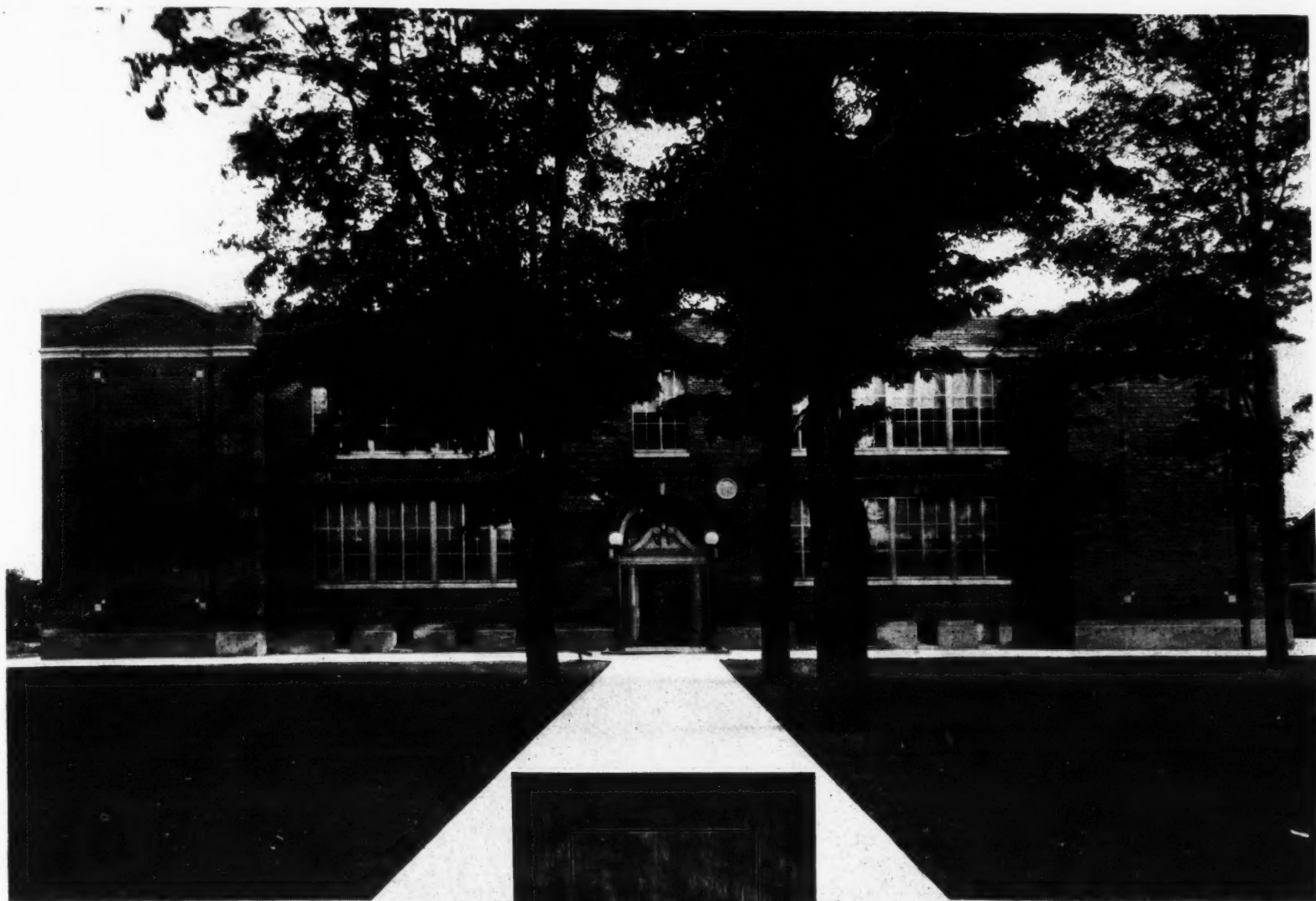
Under a statute requiring a teacher's acceptance after a reelection notice, no acceptance notice was required, where the reelection notice was not given (Mont. revised codes of 1921, §1075, as amended by the laws of 1927, c. 87).—McBride v. School Dist. No. 2, Silver Bow County, 290 Pacific reporter 252, Mont.

A statute providing that a teacher elected three consecutive years is deemed reelected from year to year thereafter, unless notified of his dismissal, became a part of the teacher's employment contract, requiring an explicit dismissal notice (Mont. revised codes of 1921, § 1075, as amended by the laws of 1927, c. 87).—McBride v. School Dist. No. 2, Silver Bow County, 290 Pacific reporter 252, Mont.

A teacher, not notified of reelection or dismissal after the third year, was automatically reelected for the ensuing year (Mont. revised codes of 1921, §1075, as amended by the laws of 1927, c. 87).—McBride v. School Dist. No. 2, Silver Bow County, 290 Pacific reporter 252, Mont.

The effect of a resolution of the county board of education to hire the faculty again, and fixing the salaries of the respective teachers, was held an offer to employ the teachers for another year at the salaries stated (Tenn. acts of 1925, c. 115, §6).—Morton v. Hancock County, 30 Southwestern reporter (2d) 250, Tenn.

A written acceptance by the teachers of a school board's offer of employment embodied in a resolution is held a valid contract (Tenn. acts of 1925, c. 115, §§6, 8).—Morton v. Hancock County, 30 Southwestern reporter (2d), 250, Tenn.



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Teachers and Administration

FIVE KINDS OF UNDESIRABLE TEACHERS

Dr. C. J. Jansen, of the Milwaukee State Teachers' College, in addressing an educational association recently, discussed five kinds of undesirable teachers, which he classified as follows:

"The parkers—those who just park around waiting to get married. Your chances are slim, because you're the model of the village and all the men are afraid of you.

"The stepping-stoners—those who are expecting to step from teaching into a better job.

"The papa and mamma complexions, who are teaching because papa and mamma want them to.

"The bored, who find no interest in anything connected with teaching.

"The complainers who say, 'Yes, everything would be all right if it weren't for so-and-so.'"

TWO SIDES OF TEACHER TENURE

The teacher tenure question was recently discussed by Clyde R. Miller of Teachers College, New York. He said in part: "Everybody in any civilized country ought to have tenure in the sense that he should have the right to work if he is willing to work. However, this should not mean," he added, "that because one has managed, irrespective of grave defects in personal fitness, to enter the teaching profession, he should be permitted to remain in it all his days to the detriment of hundreds or thousands of pupils.

"When tenure retains in positions of responsibility persons who are not competent, their good fortune becomes the ill fortune of society and of countless individuals. Reward good teachers well. Give them economic security in sickness and in old age. Anybody who is worthy to be a teacher de-

serves this. And those who are not worthy? Well, that is not their fault, in most cases. They, too, deserve opportunity to earn a living and to have security in sickness and old age. But they should not be teachers."

BELLINGHAM ADOPTS NEW RULES FOR SABBATICAL AND SICK LEAVES

The school board of Bellingham, Wash., has recently adopted new rules to govern sick leaves for teachers and sabbatical leaves for study and travel.

Under the rules, five days on full pay and five days on half pay will be allowed teachers for absence on account of personal illness or death in the immediate family. It is provided that such half day's pay will be made only when absences occur for one or more full days after the five days have been used, and that the leave will be available only to teachers who have entered upon the work of the school year.

Unused sick leave on full pay will be accumulative on the basis of seven and one half days per year for a period of four years, after which a total of thirty school days on full pay will be granted for absence on account of personal illness or death in the immediate family, when the conditions appear to require such extended absence, and have the approval of the superintendent.

Sabbatical Leave for Study and Travel

Teachers who have served in the schools for a period of seven consecutive years or more will be given one or two semesters' leave of absence for the purpose of study or approved travel, provided such teachers return to the school system after the expiration of the leave.

A uniform salary of \$80 per month for five months for one semester and ten months for two semesters will be allowed such teachers, but not more than three teachers will be released for this purpose during any school year.

Preference will be given to those teachers oldest in point of service in the schools, and only upon the recommendation of the superintendent to the board of directors of the school district, who will give his recommendations their final approval.

The board of education reserves the right to suspend the privilege of sabbatical leave in any year

when, in their judgment, the finances of the district will not permit expenditures for that purpose.

CENTRALIA ADOPTS PLAN FOR EARLY PAYMENT OF TEACHERS

The board of education of Dist. No. 135, Centralia, Illinois, has recently tried out a new policy for the early payment of teachers during the first semester.

Instead of paying teachers at the close of the first month of school as usual, the board of education, with the opening of the fall term, paid a half month's salary at the end of two weeks, and paid the remainder at the close of the month.

The benefits of such a plan are obvious, since the teachers had been without salary for twelve weeks. The early payment in the first month of the school term enabled them to meet their bills promptly, and in some cases, it obviated the necessity of loans to tide them over until the payment of their salaries. It was held that since school money does not bear any interest, and the teachers have actually earned the half month's pay, there is no economy to the schools in withholding it.

A TEACHER-RATING SYSTEM AT HAMTRAMCK, MICH.

In June last, a tentative scheme for the rating of teachers was sent to the schools of Hamtramck, Mich., with the request that the principals and teachers use it experimentally and report ratings, criticisms, and suggestions. The response was general and satisfactory, with rank order ratings received from 170 teachers, and observational ratings from 157 teachers.

The data regarding teachers has been collected from all sources by the superintendent's office and letters have been sent to each teacher notifying her of the superintendent's evaluation. The program includes a revision of the manual and cards in accordance with the results obtained from the study. The program calls for a formal rating of teachers by principals twice a year—at the close of each semester—but it is hoped that the rating activity will be continuous throughout the year.

(Concluded on Page 73)



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AMERICAN SCHOOL EQUIPMENT ~**



SO successfully has Strowger P-A-X been employed in Industry, it is only natural that in seeking the best type of interior communication equipment school executives and architects should place the responsibility of their selection chiefly upon the Strowger reputation for perfect performance.

It is important to look further however, than the particular uses to which an interior communication system is to be put—important enough in itself! You will want to know something of the manufacturer—of the stability of the equipment. Therefore, we submit the following statements:

- (1) As to the manufacturer: Strowger P-A-X is engineered and made by the pioneer automatic telephone manufacturing organization and the largest of its kind in the United States—representing more than 40 years of manufacturing experience.
- (2) Stability of equipment: All telephone switches and other apparatus which are used in the construction of Strowger P-A-X are exactly the same in design and construction as those used for public service. They are built to meet the exacting needs of leading telephone companies and administrations in all parts of the world. Strowger P-A-X is trouble free, economical in operation and dependably accurate.

Strowger engineers will be glad to make a survey of any school project calling for interior telephone equipment and recommend accordingly. Write for descriptive literature.

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The advantages of this school floor finish over others you might use

Here are your advantages with Wis-Co-Lac:

Does not scratch or dent or break down. Will not check, chip, crack, glaze or become blemished. Does not dry soft or become gummy—nor attract and hold dust and dirt. Steel hard and sanitary, kept clean by mere light mopping. (Most ideal for kindergarten floors.) Wears twice as long as other floor finishes—therefore most economical, requiring less refinishing.

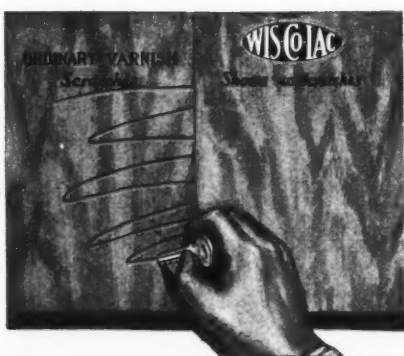
Impervious to hot water, grease, acids, etc.—and a crystal clear protection for floors, preserving new color beauty of floor with positive cleanliness.

Flows lightly. Applied quickly. Dries almost instantly. Labor saving and time saving. Can be walked on 1/2 hour after applied.

Applies evenly: no brush marks, no lap-lines. Not necessary to do entire floor for only worn spot: refinishing coat blends perfectly with original—without lapping.

Has withstood every test: and is endorsed by school officials everywhere as the final solution of the school floor finishing problem. Not new . . . manufactured for 14 years.

Use Wis-Co-Lac on your floors this Christmas vacation period.



HAVE us help you solve your floor finishing problem: The use of Wis-Co-Lac, its application, how to use, etc. Your difficulties corrected for all time . . .

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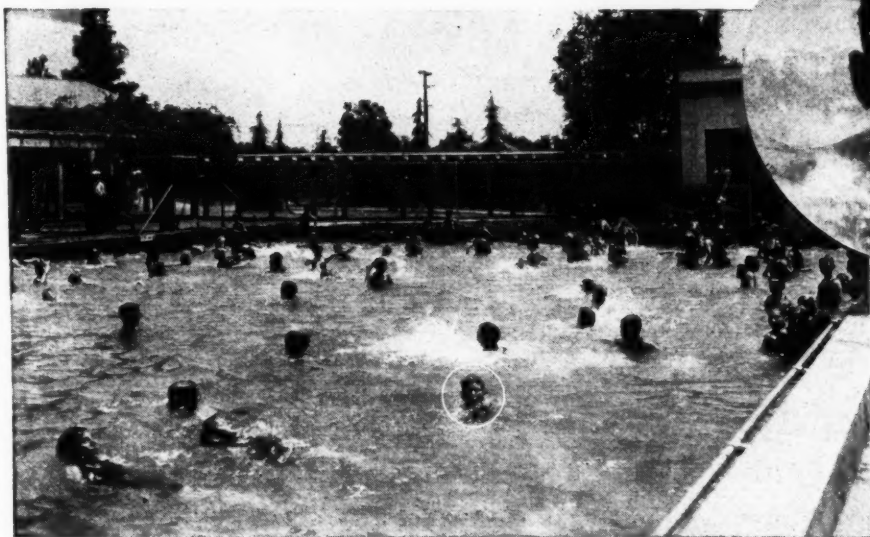
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You can't keep the youngsters from gulping an occasional mouthful of pool water—but you can keep it pure.

No disease germ survives the residual sterilizing action of chlorine.

With chlorination every single drop of water in the pool is fit to drink—always.

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A PRODUCT OF WALLACE & TIERNAN

Swim in



Drinking Water

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(Concluded from Page 70)

the formal report to serve merely as a summary and to objectify the results.

The study which has proved most satisfactory offers a factual survey of the teaching corps on which to base future judgments. It will be followed by a second activity having for its purpose the standardizing of terms and an improvement in the quality of the ratings.

♦ Chief Justice Homer G. Powell, of Ohio, has decided that teachers must serve on county court juries when called upon to do so. The learned jurist holds that through service on juries, teachers may learn at first hand of the administration of justice and of court procedure—a valuable training in civics and citizenship. Through such example on the part of their instructors, pupils in the schools may become impressed with the dignity of the courts, the rights and obligations of the citizen.

♦ A loss of \$600,000 on an investment of \$1,000,000 in real estate mortgage bonds held by the Wisconsin teachers' retirement fund has been revealed by those in charge of the same. The loss is mainly on land bank-stock securities, which cover property that has shrunk in value more than 50 per cent.

♦ New York, N. Y. Supt. William J. O'Shea has recently prepared a rule, which seeks to prevent teachers from resorting to outside influence in obtaining transfers or appointments to the teaching staff. Teachers will be encouraged to report any person representing themselves to be political intermediaries in promoting transfers of teachers. The action is the result of a complaint that an attempt was made to extort a fee for arranging the transfer of a teacher from a Staten Island to a Brooklyn school.

♦ Tallassee, Ala. The school board has solved the problem of a boarding place for the teachers by providing two commodious and homelike teacherages for out-of-town faculty members. Under the plan, the community furnishes the buildings, the lights, and the water free of charge to the

teachers. The salaries of two matrons are also paid by the community. The teachers pay for their meals and are required to bear the expense for servants and fuel.

♦ Tallassee, Ala. During the past three years, the school board has made a special appropriation to cover the cost of training teachers in service. With the coöperation of the Alabama Polytechnic Institute, a number of courses are being offered to teachers, with a total of 38 taking the work. The teachers are divided into groups, comprising elementary and high-school teachers, and the courses are adapted to the special problems of the school system. The work of the visiting specialists is intended to tie up directly with the efforts of the superintendent for improving the quality of the instruction service.

In the opinion of the superintendent and the school board, the improved classroom work as a result of these courses has more than justified the expenditure. Since the board pays for the training, it is in position to require this additional training of teachers in the service. Again, it is believed that expert help at the time the teacher is facing serious problems in the classroom will prove more valuable than any other training which could be provided.

♦ Supt. P. C. Stetson, of Indianapolis, Ind., has suggested four years of training for teachers, instead of the three at present required, in addition to a high-school education. Mr. Stetson pointed to the large increase in the number of teachers training for the profession, so that in place of a shortage, there is an oversupply of teachers. He emphasized that this is an opportune time to raise the standards for admission to the teaching profession.

♦ Minneapolis, Minn. Supt. C. R. Reed has reported to the school board that eighty replies have been received to the questionnaire on married-women teachers, sent out at the request of the board. While the board cannot legally demand information concerning the financial income of the husbands of married teachers, it was decided to let each teacher decide for herself whether or not she wishes to furnish this information. It was empha-

sized that each married-woman teacher owes it to herself and to the board to coöperate by promptly returning the reports with the required information, or her reason for not doing so.

♦ Akron, Ohio. Supt. T. W. Gosling, in a recent report to the board, showed that, while there has been a surplus of teachers on the payroll, the board is saving money in the item of teachers' salaries. There are at least twenty extra teachers regularly employed and definitely assigned to classrooms. Formerly it was necessary to employ substitutes and pay them \$6 per day.

Another item of economy has been the discontinuance of all part-time classes. It has been possible to work out longer schedules by shifting teachers and classes in the several schools where part-time hours were in effect.

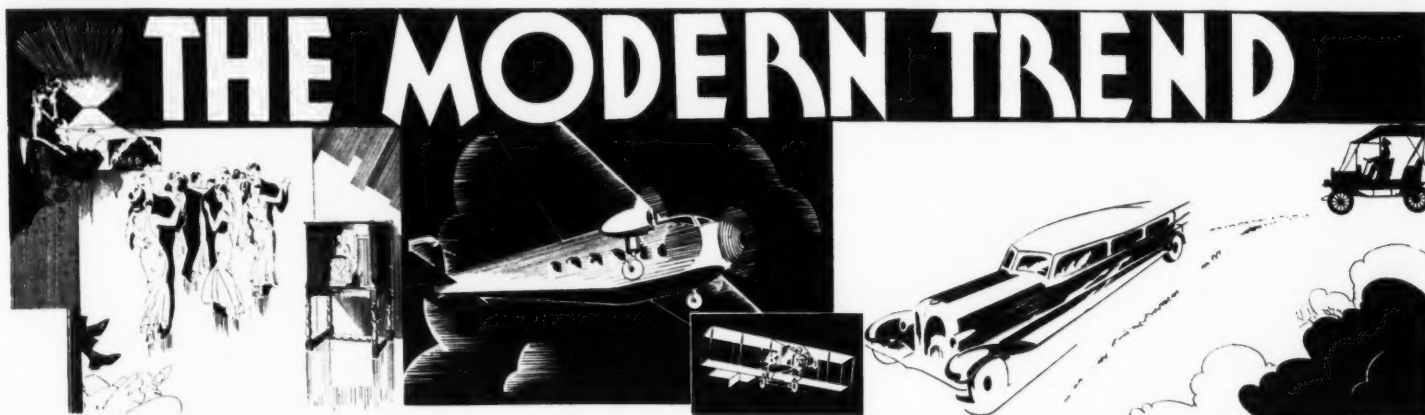
♦ Cleveland, Ohio. The school board will shortly take steps to regulate the steady increase of teachers' salaries by increasing the size of classes, and by eliminating the practice of paying increases on educational credits.

In curtailing the number of teachers, it was suggested that teachers be given more pupils per class. While no teachers will be dismissed, it is possible that no new teachers will be employed to replace those who resign.

♦ Gloucester, Mass. The superintendent recently presented to the school board a list of 26 teachers who had completed professional courses during the year, entitling them to bonuses for the year 1930-31.

♦ Springfield, Ill. The school board has been asked to approve a resolution, providing that a clause be inserted in the contracts of women teachers and nurses, that marriage during the life of the contract automatically cancels the contract.

♦ New York, N. Y. Teachers who are absent because of personal illness must present a physician's certificate of diagnosis and treatment before they will be paid for such absence, under a new rule announced by Supt. William J. O'Shea. The board of superintendents will not approve the granting of refunds unless an application is accompanied by a certificate of a reputable physician.

**IN RADIO**

New methods, materials and principles have improved radio tremendously since its earlier days. The early radio sets worked, but how much better is the newer equipment.

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The war time airplanes were good in their day. Today's airplanes however, are so infinitely superior that there is no comparison; again new materials, new standards, new principles.

IN AUTOMOBILES

The earlier cars did run—they served fairly well in their day, but today's cars are very much better, more satisfactory—again new materials, methods and principles.

IN SCHOOL TELEPHONE EQUIPMENT

In Automatic Telephone Equipment the same story is told; early developments, crude, cumbersome and mechanically imperfect, have given way, not to improvements alone, but to fundamentally sounder, simpler and surer principles of construction and operation.

The "ALL-RELAY" is this latest achievement, embodying principles internationally accepted by telephone engineers

as the ultimate in simplicity and freedom from maintenance requirements.

In selecting your school telephone system investigate "ALL-RELAY", and let your choice be guided by the advantages of these newer, tried and proven principles, however widespread the use of older methods may be.

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THE NORTH ELECTRIC MFG. CO.

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SCHOOL FINANCE AND TAXATION

HOW KENT CARRIED THE SCHOOL LEVY

According to the school laws of Ohio, all school systems may take recourse to an extra 3-mills' levy. The exaction of this levy or its continuation is subject to popular vote. A number of Ohio cities, in order to secure adequate school funds, were compelled to submit the extra levy to a vote of the people.

With the present conservative attitude of the public on all expenditures it was necessary in many instances to make clear exactly what was implied by the continuation of the levy. At Kent, Ohio, the school authorities brought their case to public attention by large display advertisements in the public press.

These explained that "not an increase but a continuation of a levy in force fifteen years" was before the voter. Some 30-odd questions and answers were submitted, a few of which are printed here:

Q.: What amount of revenue does the 3 mills produce?

A.: Three mills on the tax duplicate (\$15,334-180) will produce approximately \$46,000.

Q.: What part of the total operating budget of the schools is \$46,000?

A.: The total operating budget of the schools is \$136,009. The sum of \$46,000 is approximately one third of the operating revenue of the schools.

Q.: Could the schools maintain their present high standard of service and efficiency without this amount?

A.: No.

Q.: Could this amount be saved out of the bond and interest fund of the schools?

A.: No. Bonds are first obligation on the income and since the levy for the payment of the two large bond issues of the board of education has already been set outside of all limitations, this

decrease must all fall on the operating fund.

Q.: If this levy falls, what are some of the measures that may be necessary in order to meet this situation?

A.: 1st—The school term might be reduced to eight months.

2nd—Elimination of all special teachers.

3rd—Reducing the number of teachers to one fourth or one third, increasing the teaching load from its present too-high limitation in most rooms to at least 55 or 60.

4th—Allow the school buildings to go without the necessary upkeep and repairs.

At Kent the levy was carried by a vote of 1,927 to 802. The public press stood loyally by the schools.

NEW SOURCES OF SCHOOL REVENUE

"There is no disagreement among the clear-thinking citizens of California as to the necessity of discovering some means for relieving the burdens of the general property tax. Our public schools receive what appear to be very generous appropriations from the state."

This is the opening statement made by Dr. Fletcher Harper Swift, professor of education, University of California, in the *Sierra Educational News* in a discussion on the subject of school revenue and new sources of taxation. He continued: "The general property tax as administered today is a social and economic scourge, which is striking at the foundations of the American home and of our agricultural life."

Dr. Swift then goes into the merits of the income as a revenue producer in support of education. He says: "Opponents of the personal income tax often argue that, as long as the Federal Government levies personal income taxes, the states should refrain from doing so. Undoubtedly the movement toward the adoption of state income taxes was given a distinct setback by the Federal income-tax act of 1913, and the subsequent Federal income-tax acts of 1916, '17, and '18, which increased the rates.

"Nevertheless, of 14 states now levying state income taxes, by far the majority either enacted their present laws after the Federal policy had been thoroughly established, or amended these laws since that time so as to make them more effective, and thus give witness to their increased confidence in the satisfactoriness of the personal income tax.

"The 14 states referred to, together with the year they either enacted or amended their respective income-tax laws, may well be named at this point. In each case where the year given represents an amendment of an already existing income-tax law, the year is marked with an asterisk. Arkansas, 1929; Delaware, 1921*; Georgia, 1929; Massachusetts, 1917; Mississippi, 1924*; Missouri, 1929*; New York, 1919; North Carolina, 1921; North Dakota, 1919; Oklahoma, 1913*; Oregon, 1929; South Carolina, 1926; Virginia, 1926*; Wisconsin, 1928.*

Income Tax as a Source of School Revenue

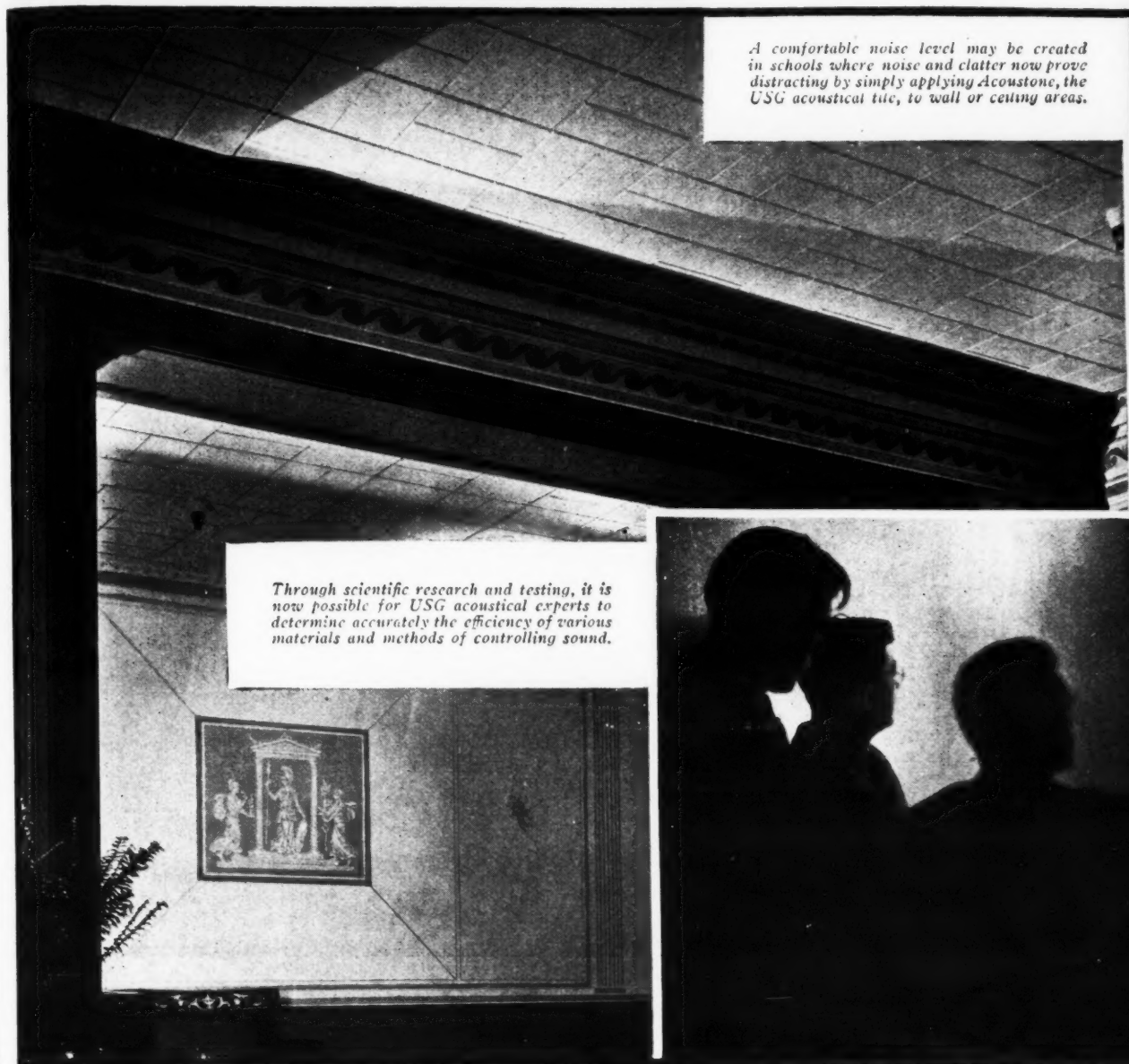
"Certain states give the schools a prior legal claim on all or a portion of the proceeds of the income tax. Others add the proceeds to the state general fund, from which school appropriations are paid. In Mississippi and North Carolina, although the schools have no prior legal claim on the proceeds of the income tax, nevertheless in both cases the tax was created with a definite purpose of providing school revenue and furnishes an important part of the general revenue of the state from which school appropriations are paid.

"Five states, namely, Arkansas, Delaware, Massachusetts, Missouri, and Wisconsin, give the schools a definite claim on all or a portion of the proceeds. In the year 1926 Delaware derived for her public schools \$1,190,000 from the proceeds of personal income taxes; Missouri, \$4,136,000; Massachusetts, \$4,833,000; Wisconsin, \$5,138,000 (including surtax for teachers' retirement fund).

Income Tax Reduces Property Taxes

"The majority of states which have adopted the personal income tax have been led to do so

(Concluded on Page 76)



A comfortable noise level may be created in schools where noise and clatter now prove distracting by simply applying Acoustone, the USG acoustical tile, to wall or ceiling areas.

Through scientific research and testing, it is now possible for USG acoustical experts to determine accurately the efficiency of various materials and methods of controlling sound.



How School Officials Are Using This Method to Control Distracting Noises

A Message to School Officials from the United States Gypsum Company

TEACHERS and school officials realize that distracting noises in schoolrooms are detrimental to the progress of their students—that a quiet atmosphere stimulates pupils to better scholastic work. Many schools, both public and private, are now providing a more comfortable noise level through the use of Acoustone, the USG acoustical tile.

Acoustone is a scientific sound-absorbing material of high efficiency, which is easily applied over present wall and ceiling areas. Where it has been

used in classrooms, libraries, study halls, corridors, lunchrooms, manual training shops, gymnasiums, etc., Acoustone has greatly reduced noise disturbances. It also produces ideal hearing conditions when installed in music rooms, auditoriums and lecture halls.

Structural alterations or interruption to school activities are unnecessary when applying Acoustone. Possessing a rich texture, similar in appearance to Travertine stone, it will add to the beauty of your school, for its many shapes, sizes and colors permit a great variety of beautiful decorative designs. Being a mineral material, Acoustone is fireproof and,



This booklet sent free
It shows how Acoustone, the USG acoustical tile, controls sound and provides beautiful and harmonious decoration.

when soiled, it may be easily and economically cleaned.

If noise is disturbing you or your students, it will pay to investigate this practical method of reducing it. A USG sound control expert will gladly make a study of the noise conditions in your institution and advise you how they may be corrected.

This service incurs no obligation. If you accept his recommendations, we will supply the materials, supervise their installation, and assume full responsibility for the results. Please address the United States Gypsum Company, Dept. 7512, 300 West Adams Street, Chicago, Illinois.

ACOUSTONE

The Good Samaritan is shaded with Hartshorn Window Shades

Hospital window shades must withstand hard wear—they must give quiet, dependable service . . . They must be always neat, attractive and restful to the eyes . . . They must be of finest shade cloth and the rollers of posi-

tive, silent action. ¶ That is why the Good Samaritan Hospital, in Portland, Oregon, shaded its 496 windows with Joanna Cloth, mounted on Hartshorn Rollers—the finest shades available anywhere.

STEWART HARTSHORN COMPANY

250 FIFTH AVENUE, NEW YORK CITY



(Concluded from Page 74)

in part by the desire to reduce the burden placed on general property. A number have enacted laws which definitely provide that a portion of the proceeds shall be used for this specific purpose. Thus, Arkansas provides that from the proceeds of the state personal income tax \$500,000 shall be credited to the state charities fund; the next \$750,000 to the common school equalization fund, and the balance shall be used to reduce the state tax on general property.

"Wisconsin pays 50 per cent of the proceeds of the state income tax to the town, city or village in which assessed and collected; 10 per cent to the county, and 40 per cent to the state. From the state's share of 40 per cent she provides three classes of grants: (1) aid to graded schools; (2) aid to high schools; (3) a grant toward the remission of the state general property school tax of 11 cents on each \$100 of assessed valuation.

"In 1926 the proceeds of the income tax were sufficient to supplant entirely the state general property school tax. Wisconsin also levies a surtax on all incomes in excess of \$3,000, the proceeds of which are credited to the teachers' retirement fund, and which in the year 1926 added \$1,592,470 to this fund."

FINANCE AND TAXATION

♦ At Taunton, Mass., someone, in promoting a school athletic field, solicited donations from school-supply and publishing houses. The Taunton school department has sent out word, over the signature of Supt. Wendell A. Mowry, that the board of education does not sanction solicitations of this character.

♦ Duluth, Minn. The school board has adopted a budget, calling for an expenditure of \$2,321,894, which is \$42,829 less than last year.

♦ Rhinelander, Wis. The school board has adopted a budget for the school year 1931, amounting to \$148,230, which is an increase of \$500 over last year's budget. Of the total budget, \$105,500 will be raised by taxation.

♦ Oshkosh, Wis. The 1931 budget of the school

board is set at \$513,415, which amount is exclusive of the sum for repair of school buildings and property. The budget exceeds the 1930 school appropriations by less than \$1,000.

♦ Knoxville, Tenn. The school board has asked for an appropriation of \$1,246,000 for schools and has agreed to make a tentative cut of \$55,000 in its budget. To make the reduction possible, the board has eliminated \$45,000 in repairs, and \$10,000 for playground improvements.

♦ New London, Conn. The school board has adopted a budget of \$334,539 for the school year 1931, as compared with \$347,683 last year, or a saving of \$13,144. The salary item this year is \$3,497 more than last year and there is an increase of \$700 for equipment.

♦ Youngstown, Ohio. Following a survey of the annual school budget, the local chamber of commerce has warned that the school board faces a shortage of operating funds. It is predicted that the 1931 shortage will range between \$250,000 and \$300,000 less than last year. The schools will close the year 1930 with a deficit and unpaid bills, due to delinquent tax collections. It is estimated the schools now have more than \$400,000 due them in delinquent taxes.

♦ Kenosha, Wis. Acting upon a request of the city council, the board of education has made reductions in estimated expenditures in maintenance and operation of the schools totalling \$50,000. The reduction was made possible by cutting off proposed increases in salaries, and by reducing repairs to buildings to a minimum. The total school budget will amount to \$988,163, of which \$743,626 will be raised by taxation.

♦ Educational institutions in Wisconsin will receive \$129,727 less in funds from the state tax levy this year than they received a year ago, according to a recent statement. The decrease in the amount of money assignable to the schools is attributed to a drop in the state property assessment.

♦ New York, N. Y. A study of expenses of high-school students will be made by the local teachers' council, to determine the cost to each student, and

the comparative cost of student general organizations.

♦ The creation of a state fund for insurance of public-school properties was suggested at a recent meeting of the State Association of School Boards of New York, by Alexander J. Wall, of Lynbrook. He said: "It is of much concern to local school boards and one which should be studied with the cooperation of an insurance broker. In Lynbrook, L. I., we made a study of our insurance problem, and effected considerable saving through five-year policies maturing equally each year, and in minor corrections in school buildings which lowered the insurance rate, through the intelligent suggestions of our broker."

♦ The Minneapolis board of education is confronted with the problem of bringing to a halt the automatic salary increase which will amount to about \$90,000 next year. The president of the board of education, Lowell E. Jepson, predicts a salary cut for next year.

♦ At an Indiana educational gathering the warning was sounded that the state legislature might propose a teachers' salary reduction.

♦ The Cleveland board of education has ordered a survey of the school buildings, with a view of finding repair jobs for the unemployed.

♦ One of the effects of the depression is the reduction in the deposits of school-saving banks. The American Bankers' Association announced that on June 30, 1930, the school deposits amounted to \$7,690,530, which is less by \$2,849,400 than they were in 1929. "There can be scarcely any doubt," according to the report, "of the necessity on the part of parents of dipping into the savings of their children. Many banks in forwarding their statement of results have said that deposits were unsatisfactory because of the extent of unemployment in their respective areas."

♦ Kelso, Wash. The school board has adopted a budget of \$130,051 for the school year. The largest item in the budget is \$95,000 for teachers' salaries. The expense of maintenance of the school plant is placed at \$6,600, which includes \$3,600 for grounds, and \$2,000 for insurance.

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BUILDING NEWS OF THE SCHOOLS

MODERN SCHOOL ARCHITECTURE

James O. Betelle, school architect at Newark, N. J., recently delivered a radio talk in which he discussed modern school architecture and said the following:

"One advantage of the modern school is the fact that it is like a suit of clothes, made to fit. In other words, the school is built to fit the type of children who are to use it, and the particular courses of study to be taught in it.

"Considering the amount of money expended upon it we might say that education is the nation's largest industry, for it is generously supported by all people regardless of race, creed or color. To carry on this great industry we must have the proper kind of buildings to house it. Therefore, a modern school building must be something more than merely a safe and convenient building; it should stand as a model of neatness and efficiency. In conclusion I express the hope that in the future all our school buildings will be so designed and built, that they may prove a constant inspiration to the young and old alike."

SOLARIZATION OF WINDOW GLASS

The U. S. Bureau of Standards, in its news bulletin No. 160, has called attention to the fact, that after causing a decrease in transmission by exposure to sunlight, window glass further exposed to sunlight in wave lengths of 365 to 400 millimicrons produces the greatest rejuvenation in transmission. On a reexposure of the glass to total sunlight the transmission is again decreased, but this is recovered on a further exposure of the glass to wave lengths 365 to 400 millimicrons.

Commenting on the methods of acceleration the stabilization of the transmission of special window glasses by exposure to artificial sources and to the sun, it was pointed out that the use of the quartz mercury arc to accelerate the stabilization

has served the purpose of classifying the relative transparency of the various makes of window glass to ultra-violet radiation. This has been proved by long tests conducted during the past three years, by exposure of duplicate samples of glasses to the sun, at sea level and at high elevations. In some cases, the stabilized transmission obtained by exposure of the glass to the filtered radiation is not so low as that obtained by direct sunlight, which defeats the purpose of the accelerated test. Since there is no assurance that the ultra-violet transmission of the glass will not fall below a specified minimum value, the fairest procedure is to report averages on glasses examined during a period of eight to twelve months.

FIRE DANGER IN SCHOOLS

That fire hazard in schools involves serious responsibilities was urged at the White House Conference, Washington, by Dr. Thomas D. Wood, who is concerned in child health and protection. He said: "The schoolhouse raises problems in plan and construction not encountered in other types of buildings largely because children and youths, easily precipitated to panic, occupy and utilize the structure.

"To meet this need and avert the hazard of fire, the committee emphasizes the importance of the building construction. Only engineering principles that have been tried and accepted should be followed. Stairways should be so arranged that the building can be emptied in three minutes or less.

"Two-story buildings should have at least two stairways. In all classes and the assembly room, there should be two ways of egress.

"Another precaution suggested in the report is the assertion that the school building should have signal connections with the local fire department. It should be equipped with fire alarm and an automatic sprinkling system throughout."

BUILDING NEWS

♦ North Muskegon, Mich. The school board has named a new school the Frank E. McKee School, in honor of Mr. McKee, president of the school board, who was largely responsible for the erection of the school.

♦ Grand Rapids, Mich. The school board has awarded contracts for the construction of five schools.

♦ Cleveland, Ohio. With the approval by the voters of all proposed bond issues and tax levies, the board of education has taken steps to initiate the projects for which the funds were authorized. Construction work will be started on three projected school buildings with a view of assisting in the relief of the unemployment situation. The Marshall High School, the first of these projects, will be erected at a cost of \$1,000,000.

♦ St. Paul, Minn. At a meeting of the advisory school board, steps were taken toward a triple survey, to determine building and administrative needs of the school system. The board voted to appoint a committee to check and to bring up-to-date, the school survey made last spring by a committee which recommended \$240,000 for increased appropriations. It was brought out that the population of the graded schools has increased 50 per cent in the past ten years, while that of the high school has increased 100 per cent.

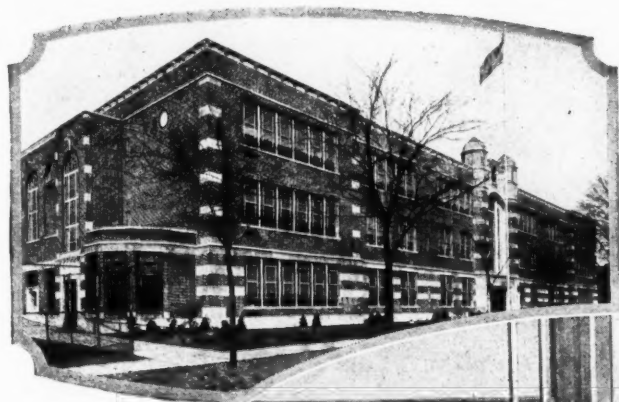
♦ Buffalo, N. Y. The board of education has approved a proposed \$340,000 school-bond issue. The proceeds of the bond issue will be used for the erection of an addition to one of the schools.

♦ Ishpeming, Mich. The voters have approved a bond issue of \$175,000 for the reconstruction of the high school and the manual-training building. Construction work on the buildings will be started as soon as the contracts are let.

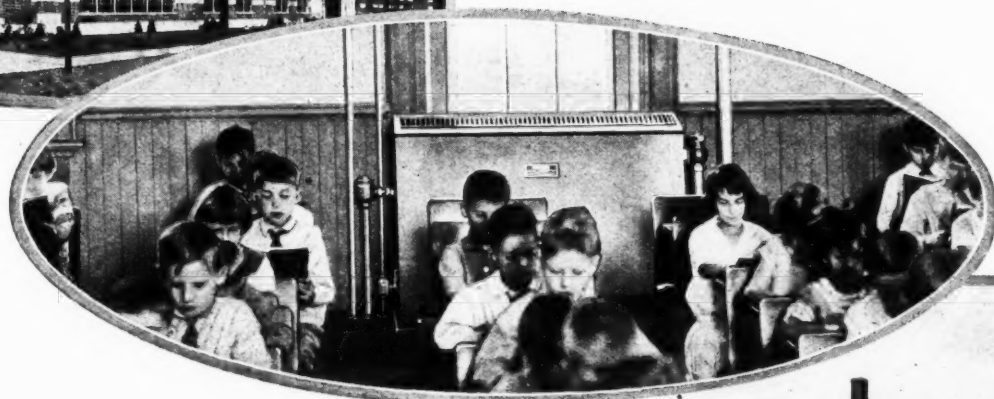
♦ Jacksonville, Ala. A number of new buildings have recently been erected for the State Teachers' College, at a cost of approximately \$350,000. The buildings, which are in the Gothic style of architecture, are of fireproof construction, with rubber-tile floors, a complete intercommunicating telephone system, radio loud-speaker systems, and facilities for a cafeteria service, a bookroom, and a post office.

♦ Mahtomedi, Minn. The school board of independent school district No. 69, in Washington

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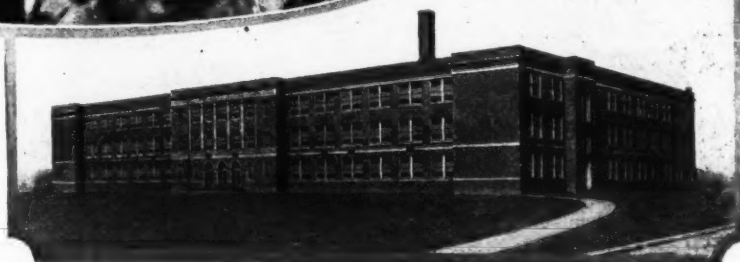
PEERVENT was the Pioneer



(above) ROBERT E. BARBER SCHOOL, Highland Park, Michigan.
Architects: Burrowes & Eurich.
Heating Contractor: Leggett-Doll-Foster Co.

(in oval) A typical PEERVENT installation in a classroom.

(right) EAST HIGH SCHOOL, Youngstown, Ohio.
Architects: Louis and Paul Boucherle.
Contractors: W. J. Scholl Co.



PEERVENTS installed 19 years ago still give satisfactory and efficient service. These first units were then based on 22 years of experience in the heating and ventilating field. The PEERVENT of today employs the same basic principles but the recent models are greatly improved in construction and mechanical excellence — better radiator, better fans, better motors, etc. Peerless is always a little in advance with improvements.

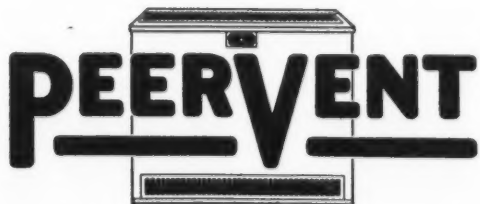


PEERVENT Systems can be installed in old school buildings as readily and easily as in new. In most schools existing piping can be used for the new units. The air intakes are usually cut through directly back of the unit or brought in over the window sill, if necessary.

PEERVENTS are constructed on sound engineering principles, are exceptionally well built and absolutely noiseless in operation.

The PEERVENT Heating and Ventilating Unit fully meets all requirements of the most stringent state and municipal codes covering the ventilation of school buildings.

Write for the Peerless catalog describing and illustrating PEERVENTS.



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other floors, desks and other school equipment.

The same material keeps swimming pools clean and free from algae growths. Use Oakite in the cafeteria, too. Dishes, pots and pans and other utensils are easily kept spic and span.

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modern material can save you money and make your work easier. Interesting booklet sent on request. No obligation, of course.

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(Concluded from Page 76)

county, has begun the construction of a junior-senior high school. The cost of the building is provided for through a bond issue of \$68,000 which was carried by the voters last spring.

♦ A contract has been awarded for the construction of a high school at Mathis, Tex. The building which will contain ten classrooms, a study hall, and offices, will be completed at a cost of \$47,000.

♦ The school board of San Antonio, Tex., has approved revised plans for the construction of a senior high school, to be erected in Spanish Acres, at a cost of \$950,000. The board has purchased a plot of ground for the enlargement of the grounds of the Hood Elementary School. Work has been completed on three new schools, providing 225 new rooms in elementary and junior high schools. Six new structures were constructed during the past summer, in addition to 29 rooms which were added to junior high schools.

♦ South Pasadena, Calif. Three school auditoriums were completed during the past summer, at a cost of \$50,000. The administration building of the city schools was enlarged, to include space for a conference room seating 250 persons.

♦ Minneapolis, Minn. The school board has approved a recommendation, providing that the minimum wage for plumbers and steamfitters shall be \$5.20. The joint committee has recommended that the various boards outline a tentative building program for the relief of unemployment. A suggestion was adopted that a period of six months' residence in the city be established as a minimum for laborers employed on school construction work.

♦ New York, N. Y. The board of education has taken steps to get construction work started on eight new schools, to cost more than \$3,200,000 and to provide 7,300 additional sittings. The board has awarded contracts for four new buildings. Contracts for new equipment were awarded, at a cost of \$371,000.

♦ Columbus, Ohio. Mr. W. J. Drake, clerk of the school board, in a recent report, shows that the bonded indebtedness of the schools has decreased, despite an extensive building program. In 1923, the bonded indebtedness was \$7,504,750. It

reached the peak at the beginning of 1928, with \$11,427,500, and will be \$10,285,334 on January 1, 1931. During the past seven years, covered by the report, nine new buildings and ten additions have been erected, and a number of buildings re-modeled.

♦ Owensboro, Ky. The \$200,000 school-bond issue voted last year for a new grade school has been held valid by the Circuit court, which ruled that an emergency existed. The ruling was given in a friendly action to enjoin the board from issuing the bonds.

♦ Bellevue, Pa. Two bond issues for a total of \$450,000 have been approved by the department of internal affairs of the school district. The proceeds of the bonds will be used to finance the erection of a senior high school and an addition to a grade school.

♦ Detroit, Mich. The school board has selected the name of John Ransome King for one of its new schools. Mr. King was secretary of the board from 1885 to 1893.

♦ Chicago, Ill. Plans are being prepared for nine school projects included in the 1931 program of the school board.

♦ Detroit, Mich. The board of education has expended \$3,672,483 for six new schools and 14 additions to present schools. The new buildings will add 7,880 sittings to the capacity of the schools. It is expected that projects amounting to \$1,000,000 will be in course of construction within the next month. The building projects are being divided among architects and engineers who have previously done work for the school board.

♦ Minneapolis, Minn. The school board has been asked to approve a recommendation, providing for the elimination of fire insurance on school property. The elimination of fire insurance would effect a saving of \$50,000 in the school budget. It was pointed out that in the last ten years the board has paid out \$320,000 in insurance premiums, but has collected only \$31,000 in fire losses. Most of the buildings are practically fireproof, and little money would be risked in allowing the insurance to lapse.

♦ Springfield, Oreg. With the expiration of insurance on the schools and equipment of the school plant, the board of education has taken out a blanket-insurance coverage on all school property. The insurance will be divided among the local banks who will write the policies. An appraisal of the school property has been made by a special committee.

♦ The creation of a state fund for the insurance of state and local properties was suggested at the recent meeting of the New York Associated School Boards and Trustees held at Syracuse, N. Y. It was pointed out that in Lynbrook, L.I., a study of the insurance problem was made, which effected a considerable saving through five-year policies, maturing equally each year, and minor corrections in school buildings which lowered the insurance rate.

♦ Waterloo, Iowa. The east side school district has recently increased its insurance protection to the value of \$64,000 on all fixed and movable furniture and equipment in the 12 school buildings. Following an appraisal of the school property, the board proceeded to purchase insurance at 80 per cent of the value of the equipment. The total insurance now carried on the buildings and contents of the district aggregates \$1,165,700.

♦ Milwaukee, Wis. The school board has been asked to give the name of Solomon Juneau to a new junior high school in the Bluemound District.

♦ Cincinnati, Ohio. The school board has begun the preparation of a schedule of operations for the new school-building program to be begun when the present program is completed in 1933.

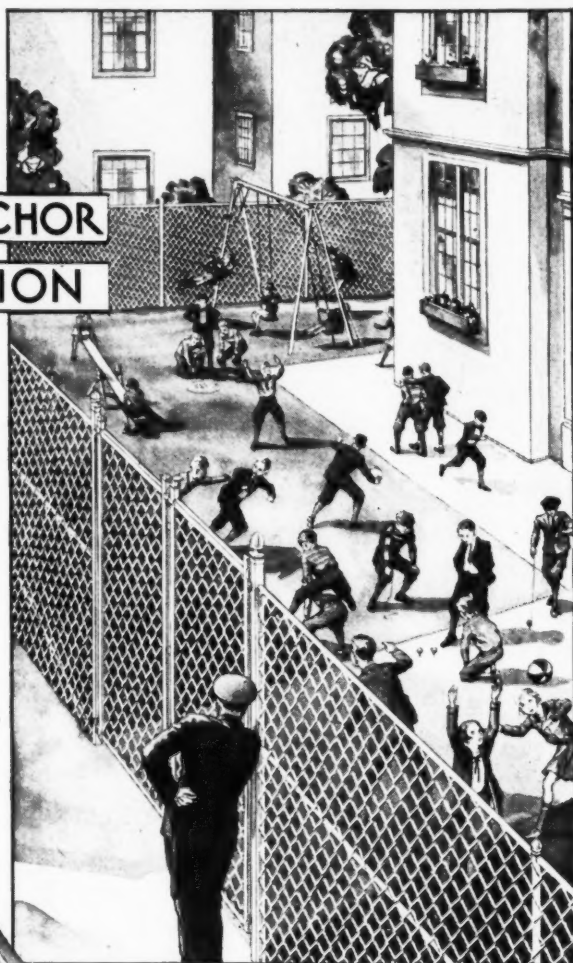
♦ Excelsior Springs, Mo. The school board has retired \$6,000 worth of school bonds, leaving a total of \$200,000 in bonds still outstanding.

♦ Flushing, L. I., N. Y. Public School 24, in Queens, New York City, now under construction, is the first of the T type schools to be erected in the city. It will be three stories high, with accommodations for 954 pupils, and will be completed at a cost of \$329,000.

♦ The board of education of Pittsburgh, Pa., has adopted a school-building program for 1931, which will involve an expenditure of \$4,781,000.

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This illustration shows the one-piece construction of "RUB-TEX" counter-top with the interlocking 8-ply $\frac{1}{4}$ inch thick veneer core.

"RUB-TEX" tops for tables are made with raised rims. They are especially desirable for school use, where exceptionally strenuous service is encountered. Until you have tested "RUB-TEX" you have not seen the world's finest top material. Write today for complete information, sizes and prices and copy of laboratory test report.

Sani Wood Base Table No. 6-M

A simple, massive and sturdy design that will give long service in any school cafeteria. Equipped with "RUB-TEX" top this table is without a rival for school use. Also supplied with top of Sani-Onyx or Linoleum.

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The importance of sanitation in the school cannot be stressed too much. The welfare of young America depends strongly upon its strict observance. By means of the Solar System of Sanitation, the students themselves become an important part of the sanitation system. The easy swinging tops of the Solars invite use. When these receptacles are placed in vantage points throughout the school, rubbish piles, the breeding places of disease, disappear.

Send plans or a description of your building and let us give you an estimate on a complete Solar installation.

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Locker Room



THE ALL-YEAR SCHOOL

Pres. Raymond S. Jewett, of the Associated School Boards and Trustees of the State of New York, at the recent convention of the organization stated that it is not an economical use for property of such great value to operate the school plant costing nearly a billion dollars but 185 days of five hours each, or 925 hours, per year.

"The lengthened school day," he said, "would make possible study under a teacher's supervision and eliminate homework, that bugaboo of the pupil and the parent. It would also make possible use of the gymnasium and other facilities to provide adequate physical exercises for the children under far better conditions and surroundings than they now obtain after school hours.

"There will, of course, be many who will be unwilling to continue attendance through the summer, but our courses can and should be so laid out as to make it possible to advance pupils at any time during the year. Our school administrators should be able to work out a satisfactory solution of this problem either by dividing the year into three terms or changing the present classroom methods so as to allow pupils to progress as rapidly as they are able and be graduated as soon as they have completed the work required."

SAFETY FOR CHILDREN

West Virginia reports that last year 5,311 accidents befell the students of the state, out of a total number of 276,400. Fifty-one of these accidents resulted in death and the remainder in a loss of 17,500 days from school. Of the school accidents, those happening on school grounds were

most numerous, comprising 20 per cent of the total for all types. These were followed by school-building accidents (15 per cent), and those occurring on the way to or from school (9 per cent). This distribution does not hold for the high-school grades, however, where "other" accidents are most numerous and school-building accidents second in frequency.

ACCURACY IN INTELLIGENCE TESTS

Intelligence tests in educational work are an important source of error, unless properly administered, according to a recent statement of Dr. K. D. Blackfan, chairman of the national committee on growth and development of the White House Conference.

The first important danger in an uncritical use of intelligence tests, according to Dr. Blackfan, lies in the elusive nature of intelligence itself. There appears to be a need for a satisfactory definition of intelligence.

Reliable results of intelligence tests may be obtained only by trained and experienced observers, according to Dr. Blackfan. A misinterpretation of the results is another source of danger. School classifications ought never to be based solely on test scores. No intelligence test samples the entire range of mental abilities. The score made by the child tested may or may not be closely reproduced in another trial. This is true in making an arbitrary diagnosis for feeble-mindedness on this test alone.

The mental test should not be regarded as the final verdict. On the contrary, it should be regarded as a point of departure for further observation and study. It should be supplemented by case-history data, tests of actual accomplishment, and a careful consideration of personality traits.

Some investigators have suggested the development of personality and character tests. Because of the vagueness of the primary ideas involved, the subject is in a highly unsatisfactory state at the present time. There should be a clear definition of the objectives involved, rather than what is involved in such expressions as "traits" and "types." It was brought out that the actual be-

havior of a child depends to some extent upon his emotional characteristics and on the degree to which his behavior is governed by sound habits.

Tests of various abilities, such as motor skills, have been devised. These give promise of yielding valuable information in the near future.

SCHOOL ADMINISTRATION

♦ The question of naming, or numbering, school-houses has come up before the Indianapolis board of education. The theory that local history can be served by perpetuating the names of public servants in school property is deemed the acceptable one.

♦ Chairman Elliott B. Church, of the Newton, Mass., school committee, in his annual report, explains that applications for the use of the local high-school auditorium continues in large numbers. He says: "In accordance with statute law, as interpreted by our city solicitor, we grant all applications for such uses as may in our opinion be for educational, recreational, social, civic, philanthropic, and like purposes for the general good and not for the benefit of a special group of citizens. It must be borne in mind that schoolhouses are primarily for school purposes and that privileges may be granted only when they do not conflict with educational activities."

♦ "We are opposed to any plan looking toward nationalizing our schools or any part of them," says a resolution recently adopted by the Northwestern Ohio Teachers' Association, "until both its advantages and disadvantages have been presented and a more definite knowledge had as to what safeguards are provided to keep the schools out of national politics." Chairman Eldredge added: "Nothing can be gained by getting the schools caught in the political machinery. There could not be a more deadly thing for education than nationalizing the schools, as anyone knows who has observed the red tape the District of Columbia schools have to unwind to get anywhere."

♦ J. Cayce Morrison, assistant commissioner for elementary education of the University of New

(Concluded on Page 86)

Associated School Boards of New York State Hold Meeting

The eleventh annual meeting of the Associated School Boards and Trustees of New York state was held October 13-14, at Syracuse.

The constitution was amended, so that the state will be divided for administrative purposes, into six sections. The new section which has been designated section 6, includes two counties, Nassau and Suffolk on Long Island. Mr. Alexander J. Wall, a member of the Lynbrook board of education, was elected as vice-president of section 6 for the ensuing year.

Mr. Raymond S. Jewett, of Mt. Vernon, president of the association, gave his annual report, emphasizing the progress made with reference to a change in the teacher-tenure law of New York state. He discussed the problem of rural education, the use of the radio and motion pictures in the schools, prekindergarten and adult education, and educational facilities.

Mr. Jewett presented suggestions for an amendment to the state education law, involving changes in teacher tenure. The amendment, if adopted, will make the following four provisions, as summarized by Mr. Jewett:

1. For termination of required tenure when a teacher becomes eligible for retirement, after which, service will be continued at the will of the board of education.
2. Removal during tenure may be made for cause by a vote of a majority of the board after a hearing in executive session, at which the teacher may be represented by counsel.
3. An appeal may be made from the decision of the board to the state commissioner of education, but the decision of the commissioner shall be exclusive and final.
4. It shall not affect teachers who are enjoying permanent tenure at the time the amendment is adopted.

Mr. Jewett pointed out that in order to obtain a more economical use of school property, there is needed a lengthening of the school day, the establishment of the year-around school, and the extension of evening-school facilities. He showed that the demands of the schools are constantly increasing, and that the American people are thoroughly

solid to the value of an educated citizenry, and the parents of each generation are determined that their children shall have better educational advantages than they themselves enjoyed and are willing to pay for it.

The resolutions committee presented the following resolutions:

1. The association approved the proposed amendment to the teacher-tenure law, which provides for the termination of a required tenure of the teacher when the teacher becomes eligible for retirement, after which service will be continued at the will of the board.

2. The state education department was asked to issue teachers' certificates for ten-year periods only and to discontinue the practice of issuing life-teaching certificates.

3. The association approved and supported the county library movement.

The association reported a total paid membership to October 1 of this year of 171, or a net gain of six. The treasurer reported a balance on hand of \$1,709.24, which is \$341 more than the balance reported for last year.

The legislative committee has kept the membership advised of legislation affecting the schools and the executive secretary attended the hearings on a number of educational bills. Although the legislature failed to pass the bill, increasing the personnel of the division of buildings and grounds of the state department, it is believed that progress has been made and that favorable action may be expected at the next session of the legislature.

The association extended a special vote of thanks to the president, the chairman of the program committee, and the board of education of Syracuse for the efforts made to make the meeting a success.

At the business session, the following officers were elected:

President, Mr. Raymond S. Jewett, Mount Vernon; vice-presidents, Mr. George R. Stephens, Lancaster; Mr. Harry J. Clark, Syracuse; Mr. G. W. Cheney, Corning; Mr. William F. Seber, Troy; Mr. James H. Anderson, New Rochelle; Mr. A. J. Wall, Lynbrook; executive secretary, Mr. W. A. Clifford, Mount Vernon.

effecting honest and successful administration of school systems or other governmental divisions.

In preparing a budget, Professor Scovill maintained that there are four points to consider: (a) Whether each function or activity receiving support should continue to receive it; (b) What, if any, new activity should receive support; (c) The relative public importance of each function under consideration to the general administrative scheme; (d) What amount of financial support is necessary to maintain this relative importance from the point of view of the public and its interests? He pointed out that the auditor can render a valuable service to the district in nearly all cases by conducting an independent investigation to determine first, the total revenue accruing to the district, and secondly, the total expenses including those made by the treasurer or his banker for interest, bond redemption, and tax-anticipation orders, as well as those issued by the board of education.

The association adopted the following resolutions:

1. Approved the inauguration of a pension system, based on actuarial principles, and providing that no pension to any teacher shall be less than that guaranteed in the law pertaining to teachers.

2. Approved a resolution, providing for a gradual, but material increase in appropriations to the state school fund, and apportioned upon the basis of an equalization of opportunity to reasonable standards. It was suggested that liberal portions of the appropriations be allocated to the state school fund.

The association elected the following officers for the ensuing year:

President, Mr. Frank J. Petru, Cicero; vice-president, Mr. L. L. Tuley, Wood River; secretary, Mr. A. D. McLarty, Urbana; treasurer, Mr. F. E. Williamson, Urbana; member, executive committee, Mr. George N. Taylor, Streator.

THE PASSAIC MEMORIAL SCHOOL, PASSAIC, NEW JERSEY

(Concluded from Page 56)

Exterior facing.....	Brick and terra cotta
Exterior trim.....	Terra cotta
Construction material.....	Brick and stone
Corridor and stair finish.....	Terrazzo and concrete
Classroom finish.....	Plaster walls and wood floor
Auditorium finish.....	Standard
Gymnasium finish.....	Plaster walls and wood floor
Finish of toilet rooms.....	Tile

Mechanical Equipment

Type of heating system.....	Vapor vacuum
Temperature control.....	Automatic
Electrical equipment.....	Complete
Plumbing.....	Modern

Cost and Pupil Capacity

Pupil capacity of building.....	2,200
Cost of building.....	\$800,000
Cost of equipment.....	\$75,000
Total cost.....	\$875,000
Cost per cubic foot.....	42 cents
Cost per pupil.....	\$387

Illinois School-Board Association Meets at Urbana

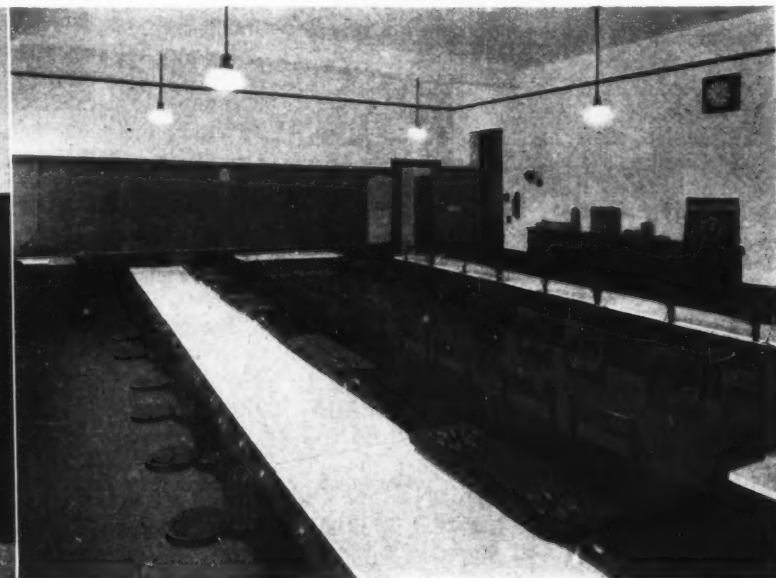
The Illinois State School-Board Association held its annual meeting on October 24, at Decatur, Ill. A total of 91 school-board officials were in attendance at the meeting.

Prof. H. T. Scovill, of the University of Illinois, speaking on problems in finance, declared that suc-

cessful administration of school systems may best be obtained by the use of an effective budget. Professor Scovill pointed out that, since lack of control and not lack of adequate law, is usually responsible for defects in government, the budget should be and usually is an important means of



ENTRANCE HALL



DOMESTIC SCIENCE ROOM

INTERIOR VIEWS OF THE MEMORIAL SCHOOL, PASSAIC, NEW JERSEY

John F. Kelly, Architect, Passaic, New Jersey



Indian Club Cabinet

W. D. H.
36 x 12 x 66"
36 x 12 x 78"



Wardrobe Cabinet

W. D. H.
36 x 18 x 78"
36 x 21 x 78"
36 x 24 x 78"



Stationery Cabinet

W. D. H.
36 x 12 x 66" or 78"
36 x 15 x 78"
36 x 18 x 66" or 78"



Teachers' Cabinet

W. D. H.
36 x 18 x 78"
36 x 21 x 78"
36 x 24 x 78"



"Doorless"
Cabinet
W. D. H.
36 x 9 x 66" or 78"
36 x 12 x 66" or 78"
36 x 18 x 66" or 78"
36 x 21 x 78"



Dumbbell Cabinet

W. D. H.
36 x 12 x 66"
36 x 12 x 78"



Janitor's Cabinet

W. D. H.
36 x 18 x 78"
36 x 21 x 78"
36 x 24 x 78"

Electrotyping Cabinet
(With 2" or 3" Plain Drawers)

W. D. H.
36 x 18 x 66" or 78"
36 x 21 x 66" or 78"
36 x 24 x 78"

DURABILT STEEL CABINETS

THERE are thousands of uses in schools and other places for Durabilt Steel Cabinets.

For secure, dust-proof, fire-retarding, vermin-proof and orderly storage of classroom supplies, stationery, office equipment, gym supplies, tools, instruments, blue prints, drawings, maps, printing cuts, machine and electrical supplies; for wardrobe purposes and innumerable other uses, Durabilt Cabinets are an economical necessity.

To save floor and aisle space, the doors on Durabilt Cabinets are full opening and can be swung against the side of cabinet where they are completely out of the way. Cabinets can be had without doors when enclosed protection is not required.

Durabilt Steel Cabinets are unlimited in application. This adaptability is due to the numerous sizes available and combinations of adjustable interior equipment that can be arranged.

A wide range of cabinets and interior equipment is carried in stock for prompt shipment. Write or phone for prices and further information. Our suggestions and quotations will not place you under any obligation.

"No better built than Durabilt!"

Tool Storage Cabinet
(With 2" Tool Drawers, 3" Shelf Trays and Shelf Partitions)

W. D. H.
36 x 18 x 66" or 78"
36 x 21 x 66" or 78"
36 x 24 x 78"

Storage Cabinet
(With Shelves and Shelf Partitions)

W. D. H.
36 x 18 x 66" or 78"
36 x 21 x 66" or 78"
36 x 24 x 78"



Key Cabinet

(Capacity 100 to 1200 Hooks for Locker Keys. Larger keys reduce capacity.)

Small 15 x 6 x 30"
Large 24 x 6 x 30"

Tool Storage Cabinet
(With Plain Shelves)

W. D. H.
36 x 12 x 66" or 78"
36 x 18 x 66" or 78"
36 x 21 x 66" or 78"
36 x 24 x 78"



Counter and Desk High Cabinets

W. D. H.
36 x 18 x 42"
36 x 21 x 42" or 30 1/2"
36 x 24 x 42" or 30 1/2"

Blue Print, Map and Plan Cabinets
(With 3" Drawers having flap at front and hood at rear)

W. D. H.
36 x 18 x 42", 66" or 78"
36 x 21 x 42", 66" or 78"
36 x 24 x 42" or 78"



Desk and Counter High Cabinets

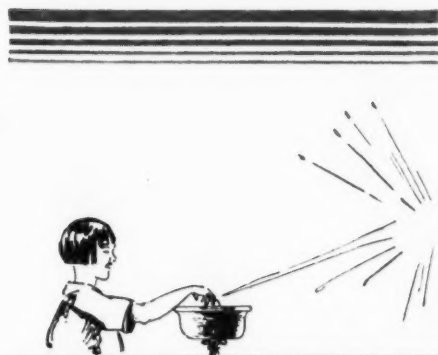
W. D. H.
19 1/2 x 18 x 30 1/2"
19 1/2 x 21 x 30 1/2" or 42"

DURABILT STEEL LOCKER CO.

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Sales Offices in Principal Cities

AURORA, ILL.

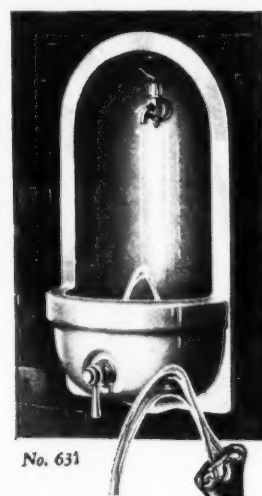


... Here's What Happens With Ordinary Fountains

The child, bless her heart. She likes to mess things up. You did, too, when you were her age. There goes the water squirting on the walls and the floor.



Administration Building
for Nat'l Education
Association,
Washington, D. C.
Frank Irving Cooper Corp.
Architects



Automatic
Stream Control

Practical automatic stream control, two-stream projector—water never too high, never too low; no lips need touch projector. Non-squirting! No servicing.

No Squirting . . . That's one reason Halsey Taylor Drinking Fountains are safe—they're as safe from tampering as from the risk of contamination—just the fountains for school use, as thousands of trouble-free installations specify. Be sure to make it the SPECIFICATION FOR SANITATION—Halsey Taylor Drinking Fountains—The Halsey W. Taylor Co., Warren, O.

HALSEY TAYLOR Drinking Fountains

(Concluded from Page 83)

York, in a public address, recently outlined the relations between the state educational department and the several school units of the state. He holds that "practically every relationship between the state education department on the one hand and local school officers on the other, has grown out of some specific situation." Mr. Morrison adds that: "There was a time when it was necessary for board members or trustees to exercise all supervisory control in the examination of pupils, the construction of school buildings, etc., but gradually boards of education have come to the realization that supervision of instruction requires highly trained professional knowledge and skill. More recently there has grown the belief among board members that it is good business to employ an assistant to the superintendent who shall be largely responsible for all the details of business management."

♦ New York, N. Y. The board of education has taken steps to effect a reduction in the number of oversized classes in the city schools. It was pointed out that the nation-wide economic depression had played a large part in making the oversized-class problem one which demanded immediate attention. A check-up has been begun by the superintendent of schools to determine exactly how many oversized classes there are in the schools, and to indicate how large these classes are. The information will be obtained by means of a questionnaire to be distributed among the respective schools.

A number of factors will be taken into consideration in determining whether or not a class is oversized. Among these are the number of children in the class, and the scholastic grade of the class. Usually, a class of more than 40 pupils is officially considered too large.

♦ The state of Iowa has begun a census of handicapped children, including crippled and mentally-defective children, those with heart and lung ailments, and those who are hard of hearing, deaf, or suffering with speech defects. The purpose of the census is to discover all disabled children who cannot profitably attend the regular classes of the public schools. Four typical counties in different

parts of the state will be given special study by nurses and physicians.

♦ A scholarship fund of \$5,000 for needy children has been raised by the teachers of New York City as a memorial to Mr. M. Samuel Stern, late vice-president of the board of education.

♦ The Humboldt county schoolmaster's club, which met recently at Livermore, Iowa, adopted a resolution approving a change in the number of representatives on the state high-school board of control of athletics. At the present time, there are three members on the board, and the proposed change will allow a representative from each of the seven state teachers' association districts. It is expected that similar action will be taken by the other associations.

♦ The state education department of North Carolina, in a recent report, points out that there has been a substantial increase in enrollment and attendance over that of the preceding school year. Last year there were 866,939 children enrolled, or 11,057 more than the number for 1928-29. The year's addition is less than half of the increase of 1927-28, when there was a gain of 24,627.

The present enrollment is divided among 607,344 white pupils and 259,593 colored pupils. In other words, 70 per cent of the school enrollment is white, and 30 per cent colored.

School attendance has increased. During 1929-30, there was an average daily attendance of 672,895 pupils, both white and colored. The number represents an increase of 128,140 over the attendance of the preceding year.

♦ Urbana, Ill. A new grading plan has been inaugurated in the high school. The plan provides for a system of alphabetical gradings, in place of the former numerical ratings.

♦ Cleveland Heights, Ohio. An employment bureau has been installed in the commercial department, for the benefit of graduates who desire to obtain employment. A list of business establishments has been compiled for use in obtaining work for students. The bureau limits its work at present to students who are fitted for secretarial duties.

♦ A committee of the Wisconsin Education As-

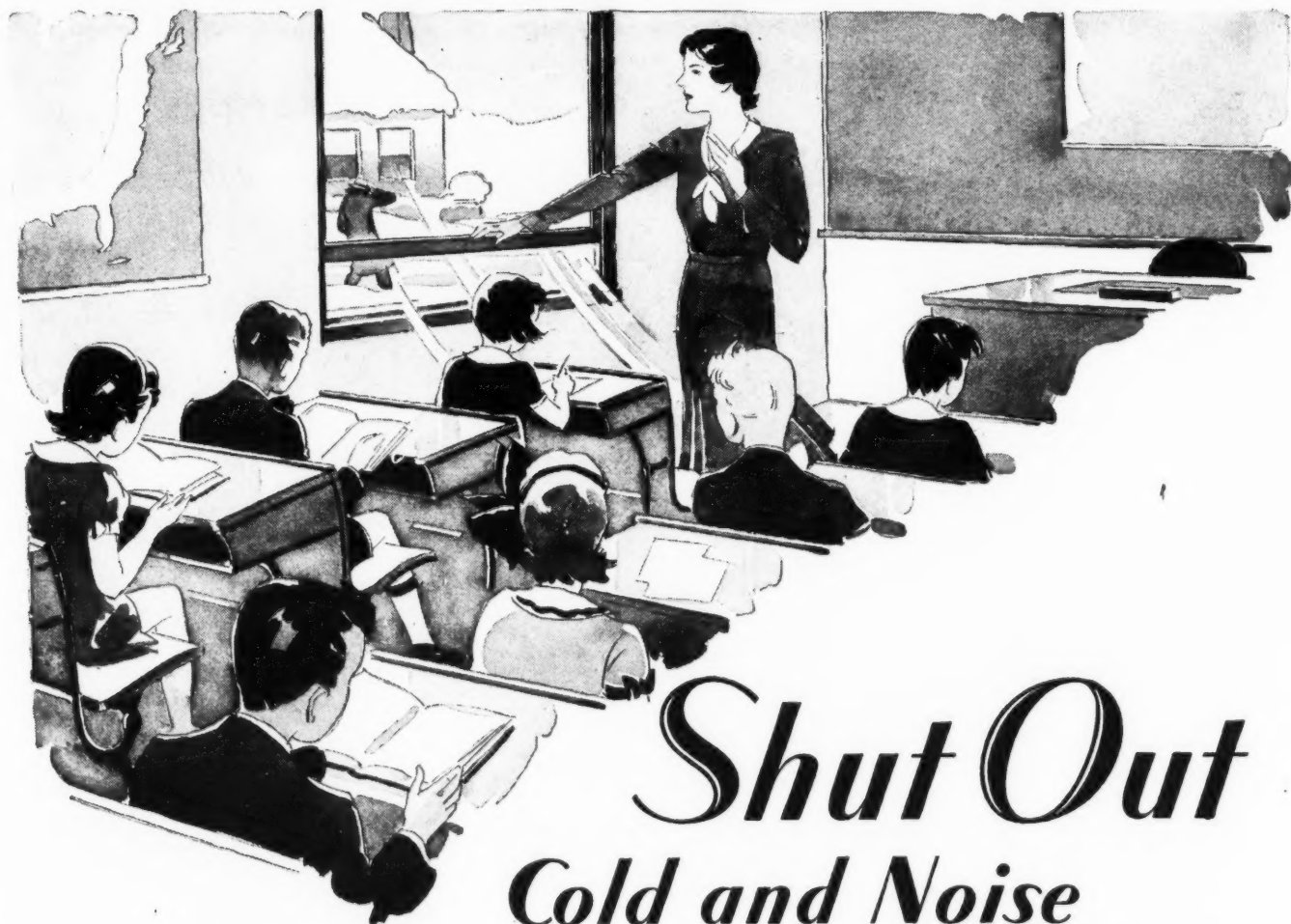
sociation recently issued a report, in which it urged the adoption of definite rules against the use of propaganda material in the schools of the state. The committee was of the opinion that advertising of whatever form is of doubtful value in the schools, and that selling of any kind of article through the school children was entirely unjustified.

♦ The educators of the country have asked Congress to grant the permanent and exclusive assignment of a minimum of 15 per cent of all radio broadcasting channels to educational institutions, and to federal educational agencies, for the furtherance of education by radio. The request was put in the form of a resolution submitted on October 13 by the Conference on Radio and Education at Chicago. The conference asked that a committee of educators be formed to work out definite plans and recommendations for protecting and promoting broadcasting in educational institutions.

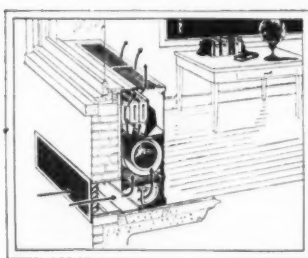
♦ St. Paul, Minn. Under the revised plan for handling the school affairs, which has been adopted by the city council, the latter will serve as an elective board of education, assisted by the standing committee appointed by the mayor. The arrangement transfers the determination of major points of policy from the department of education to the council, and causes the commissioner of education to serve only as the administrative head of the school system.

The council schools committee, which consists of Mayor Bundlie, Irving C. Pearce, commissioner of education, and George C. Sudheimer, commissioner of public safety, will sit in at the monthly meetings of the citizens' advisory school board, to study school problems. The committee will visit the schools to get first-hand information in connection with its work.

♦ Assistant Attorney General Charles E. Phillips of Minnesota has given an opinion to the Owatonna school board, to the effect that insurance on school property cannot be placed with an agency, the profits of which go to a bank, if any stockholder in the bank is a member of the school board. The fact that the bank agency may be conducted by a person not a stockholder in the bank does not affect the situation.



Shut Out Cold and Noise and Drafts...



OUTDOORS...2° below, with wet snow flying before a biting wind! Windows must be shut against the weather. They can be *kept* shut, if there are Sturtevant Unit Heater-Ventilators to keep the classroom comfortable and healthful.

In the morning, Sturtevant Unit Heater-Ventilators will warm up the classrooms quickly...much more quickly than direct radiation. Then during classes they will draw in outdoor air...filter it...temper it...and circulate it through the room...gently, quietly, thoroughly. Free from discomfort and distraction, teachers and students can do better work.

Throughout the country, schools both old and new have proved for themselves the advantages of Sturtevant Unit Heater-Ventilators. Full information will be sent you...for the asking...from our nearest office.

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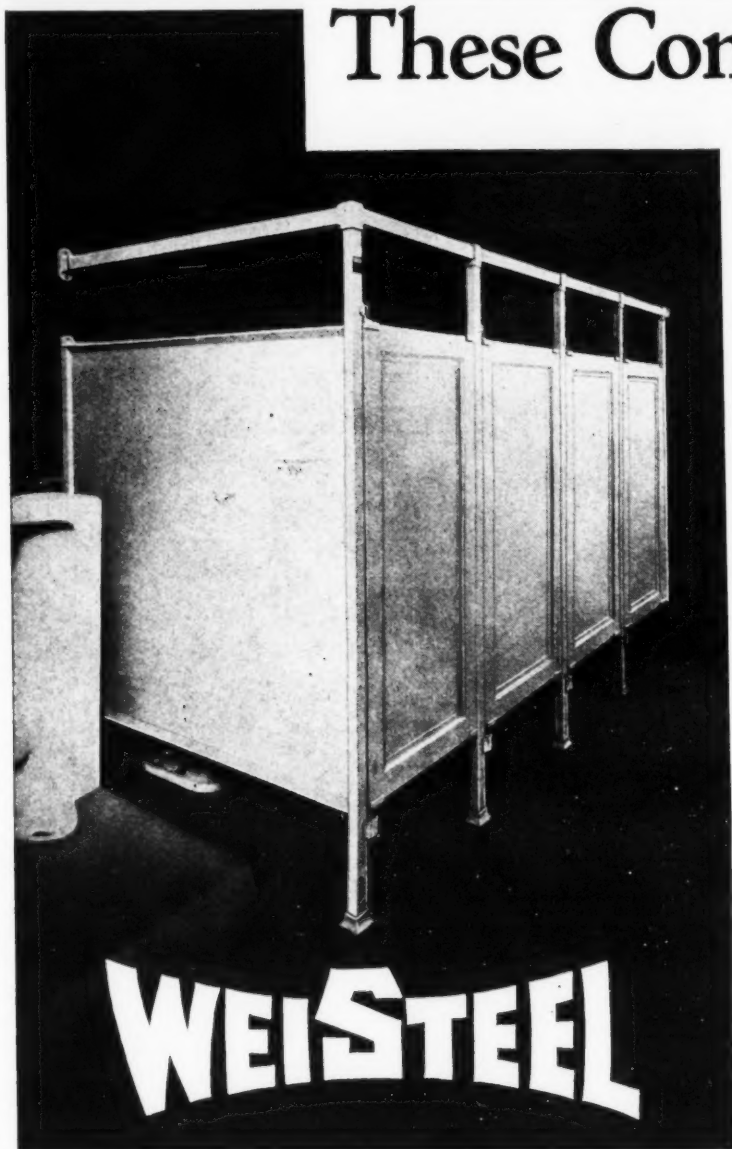


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SUPPLIES OUTDOOR AIR ~ FILTERED CLEAN ~ AND TEMPERED

These Compartments Are Worth Remembering



SOME day you will be faced with the necessity of choosing toilet, shower and dressing room compartments, either for a new building or for rehabilitation work in one of your existing structures. WEISTEEL Compartments offer so many real advantages that they are well worth remembering until that time comes.

Exclusive principles of design and construction, such as the V-Rail reinforcement which is integral, with the panel and posts interlocked and welded, make WEISTEEL Compartments unusually strong and able to endure the rough treatment which school toilet compartments inevitably receive. The ingenious reinforcement of door stiles and rails, the simple and easily adjusted foot and wall fittings, the completely enclosed gravity hinge--these are points well worth consideration.

Remember the name WEISTEEL--remember that when you are ready, you can receive full information and suggestions based on our more than fifty-four years of experience by writing to this company. It will place you under no obligation to get the whole story about WEISTEEL Compartments.

THE HENRY WEIS MANUFACTURING CO., INC.
Elkhart, Indiana

School-Board News

♦ The question of an elective or appointive school board was submitted to a referendum vote at Baraboo, Wis. The elective plan was carried by a large vote. Heretofore the school board was appointed by the city council.

♦ Oak Park, Ill. The school board has proposed the discontinuance of community classes in elementary-school buildings as an economy measure. These community classes have been conducted free of charge to the adults of each district where classes of twenty or more signed up.

♦ Rockford, Ill. At an election held on November 4, the citizens voted not to change from the special charter type of school-district organization to the jurisdiction of the school law. This means that the present organization with an appointive board of education will continue to operate. Under the suggested organization, an elective board of fifteen members, with the president and members elected at large, would have been operative.

♦ The citizens of Rock Island, Ill., have voted against a proposal to change from the special charter type of organization to the plan provided under the general school law. The plan was offered to the voters of the city last May and was parallel to the situation which existed in Rockford.

♦ Waukegan, Ill. In accordance with a suggestion of a local public accountant, the city treasurer has agreed to open special accounts with local banks for the city-school funds, instead of running this account along with other city funds. With a separate account, it will be possible to compile interest which accrues on city-school balances, which will be paid directly to the district.

♦ Racine, Wis. The school board will ask the state supreme court for an interpretation of the law on the various questions involved in the de-

cision recently rendered in its suit against the city. The local court, in its decision, rendered a verdict for the city, contending that the city council alone has the right of disposition of funds. The school board, in its suit, sought to force the city council to assign to it the \$120,000 obtained from the sale of a high-school site, and to issue bonds for an additional sum of \$350,000 for building purposes. The court, in its decision, pointed out that if the school board cannot compel the levying of a tax, it is illogical to hold that it can compel the issuance of bonds, because the power to issue bonds carries with it the power to tax.

A new development in the school situation is the fact that the school budget lies untouched and unexamined in the office of the city clerk. In view of the present situation, it was the opinion of the city officials that it would be outside of the policy of the council to act on the budget, since only one side can be right. The school board must admit that the council has power to approve, or it must maintain that the power rests with the commissioners. Meanwhile, the schools face the possibility of not having money with which to operate in 1931.

♦ Dowagiac, Mich. The school board has voted to adopt a policy of economy in expenditures for the next school year. The board has obtained a loan of funds for the operation of the schools until the tax money is available. This loan represents a decrease of from \$5,000 to \$10,000 from that of last year.

♦ Syracuse, N. Y. The school board has ordered strict compliance with the scholastic regulations governing athletics. The rules calling for a one-year suspension of a high-school athlete who plays with a nonschool team during the school year must

be observed, according to Mr. Paul Krimmel, director of physical education. The action was taken following the death of a high-school athlete who was fatally injured in a sandlot football game on October 28. It was contended that the injury would not have occurred if the game had been played under supervision similar to that afforded in a regular high-school game.

♦ Minneapolis, Minn. The school board has taken up plans for a program of winter building work to afford relief in the unemployment situation. The estimated cost of the program will be \$555,000.

♦ Oshkosh, Wis. The school board has taken up the matter of continuing the present scale of wages for teachers, which provides automatic salary increases based on training and experience. It was the opinion of some of the members that the present wage scale should be allowed to lapse for this year because of the present economic situation.

♦ Chicago, Ill. Due to a change in operating conditions, the board has been compelled to prohibit the use of the swimming pools in school buildings by outside organizations or for night activities. Under a new policy the pools are not to be emptied and refilled on Saturday.

♦ Madison, Wis. A special committee of the board has asked that all soliciting in the schools be eliminated. The committee, which has made a study of the practice of soliciting in the schools, has outlined a policy for the future.

♦ Milwaukee, Wis. The local citizens' bureau is supporting the efforts of the school board to obtain legislation permitting the city to take over immediately any school buildings in annexed school districts on the edge of the city. It was pointed out that the law, which puts the instruction in the hands of the city board, leaves the control of the buildings with the district board until assets and liabilities are divided, and results in inconvenience and unnecessary expense to the city. Provision for immediate division of assets after annexation would eliminate these difficulties.

(Concluded on Page 90)

FOR GARBAGE, RUBBISH AND ASH REMOVAL



G&G Model E Electric Hoist in use. One man can perform entire operation of raising filled cans and placing them on sidewalk. Note particularly how sidewalk opening is protected by G&G Sidewalk Doors and Spring Guard Gate. No danger of injury to operator, pedestrians or school pupils.

THIS ELECTRIC HOIST

WIDELY USED IN SCHOOLS BECAUSE OF LOW COST OPERATION POSITIVE SAFETY FEATURES AND LONG LIFE

NUMEROUS tests have been conducted by unbiased engineers to determine just how low is the operating cost of G&G Electric Hoist equipment. Results varied, of course, due to differences in cost of current and distance of lift. Here are a few actual figures:

- 296 cans raised in one kwh.
- 85 round trips for one cent current cost.
- 227 cans handled in one kwh.
- 15½ tons of ashes raised in one kwh.
- 258 cans raised in one kwh.

But economy alone would not influence school officials for *safety in operation* is of paramount importance for any equipment on school property. G&G safety features are unequalled. The operator cannot "forget" and children

cannot meet with accident, for sidewalk opening is fully protected at all times.

Then there is the rugged construction of all G&G equipment—hoist, sidewalk doors, door frames, ladder, etc. Build solidly to give many years of daily service. Reports of 15 and 20 years of constant service are common.

Now standard equipment with Boards of Education in Pittsburgh, Seattle, Louisville, Kansas City, Mo., Kansas City, Kans., Cleveland, Baltimore, Washington, Boston and New York, now in use in schools in 44 states.

With this equipment one or two men can do the work of four or five, so there is a saving in labor too. This same labor saving applies to our hand power models too.

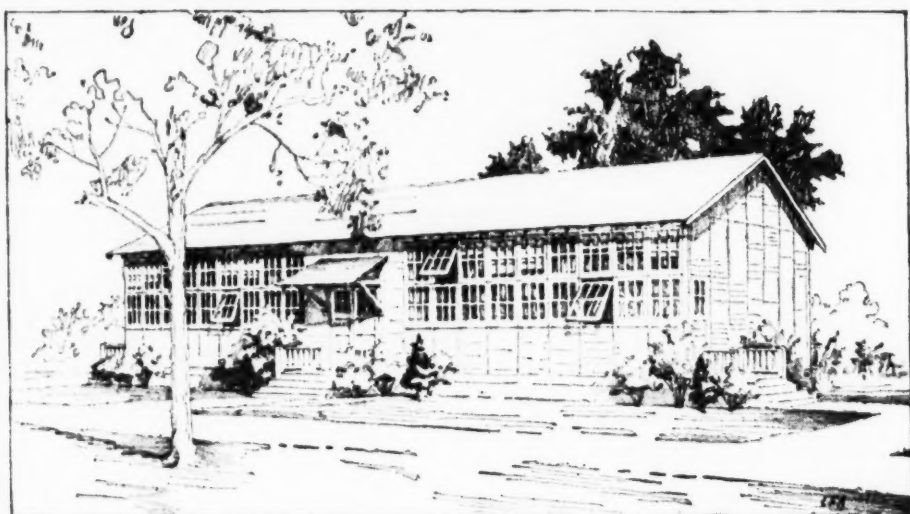
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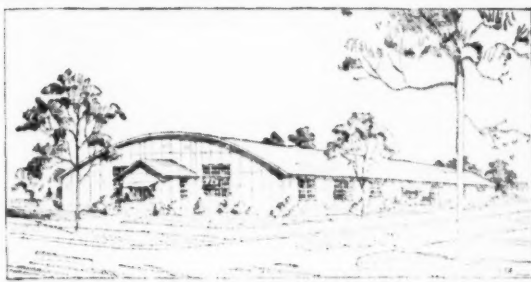
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(Concluded from Page 88)

♦ Minneapolis, Minn. Supt. C. R. Reed has recently outlined a program of curtailment and adjusting, through which he plans to absorb in 1931 the \$260,000 reduction in the school budget. Mr. Reed contended that nearly three fourths of the amount could be saved by increasing the teacher load, and by reducing the number of new teachers to be taken on in February, eliminating summer schools, withdrawing insurance, and shrewd buying of coal.

♦ Detroit, Mich. In accepting a school-construction bid of 50 per cent higher than the low estimate, the school board has adopted a policy to favor local firms over outside companies to aid employment. The board, in another effort to relieve the unemployment situation, has instructed architects assigned to the 21 construction projects under way to include a requirement that contractors employ local labor on a standard wage schedule.

♦ The lower courts of Franklin county, Ohio, have been upheld by the state supreme court, in a case growing out of the failure of the Commercial Bank of West Jefferson in May, 1927. Suit was brought by the Ohio Casualty Insurance Company against the board of education of Prairie township. The insurance company was surety, in the amount of \$10,000, on the depository bond of the bank to the board of education. The former paid the school board \$10,300 and filed claim with the state bank examiner. Later the state banking department paid 40 per cent on proved claims, paying \$12,950 to the board of education, but refusing to pay the claim of the insurance company. The lower court held that the company could not collect until the board of education had been compensated in full, which decision was upheld by the supreme court.

♦ Hartford, Conn. The local league of women voters recently succeeded in upsetting the plans of the board of education to lower the present requirements of teaching experience of high-school

teachers, when a resolution deprecating any abrogation of the rules was read at a meeting of the board. It was expected that the board would approve the resolution amending the rules, but the opposition of the league resulted in a decision to delay the matter. The league is opposed to the proposed change for the reason that it would allow politics to influence future appointments and for the further reason that the present standards should not be lowered.

Under the proposed change, teachers not meeting the requirement of two years of teaching experience, would be appointed to a high school. The number of such appointments would be limited to 4 per cent of the number of regular teachers in the school at the beginning of the fiscal year.

♦ Fall River, Mass. The school board has voted to make a charge for the use of auditoriums in school buildings. Under the plan, the charge for the Technical High School will be \$27.10; for the other five buildings, the charge will range from \$15 to \$20. The charges are intended to cover the cost for janitors' service, fuel, and lighting.

♦ Chelsea, Mass. The school board has approved a suggestion of Supt. G. C. Francis, providing for the creation of a placement bureau in the high school to assist pupils in obtaining employment. Under the plan, students who are out of employment will report to the high school for information about available positions. Students who are placed will be followed up to see if assistance can be rendered to increase their efficiency. A card system will be maintained for graduates in good standing, showing their preference of work and qualifications.

♦ Newark, N. J. The board of education has taken steps to help relieve the unemployment situation by action which will make hundreds of positions available for school teachers. The board's instruction committee passed a resolution, asking the superintendent to furnish data showing how many school teachers are holding more than one position. It is estimated that at least 500 are

employed in two or more branches of schoolwork.

As a means of immediate relief, repairwork has been authorized, which will furnish employment to about 150 men for varying periods up to a year. Of this number, 50 men will be put on a painting job created for the purpose by the board. It is believed that 50 men could be employed for 10 weeks by the use of the stagger system of employment. The money available for the work has been obtained from a surplus in the building-repair fund, effected as a result of economies in expenditures last year.

♦ President Russell Willson, of the Indianapolis board of education, in a public address recently said: "There is still an impression that school-board members are consulted by thousands of persons on the many details that go with school-administrative labors. That impression is erroneous.

"Instead of being tied down to details of school organization and administration the commissioners are left free to devote real thought and energy to the larger problems of school control, which are sure to be neglected whenever the board attempts to handle details. In other words, the board should act largely as a legislative body. For its work to be successful it must make definite distinction between those functions which are legislative and those which are executive. The realm of the board will most effectively be restricted to directing policy, legislating, planning for the future, supervising expenditures, and selection of executive and administrative experts."

♦ St. Paul, Minn. At the suggestion of the mayor and the recommendation of the commissioner of education, a new public-school policy has been adopted, with the city council functioning as an elective board of education and the commissioner of education acting as the administrative head of the school system. The council will be assisted by a standing committee on schools. The new plan contemplates the elimination of the old system, under which the department of education handled all major school matters and submitted its recommendations to the council.



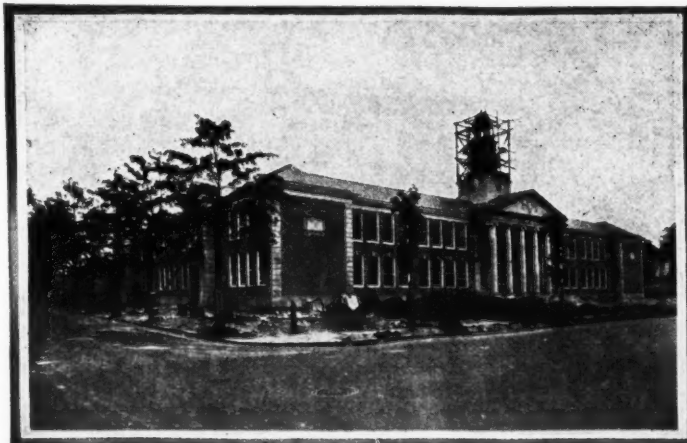
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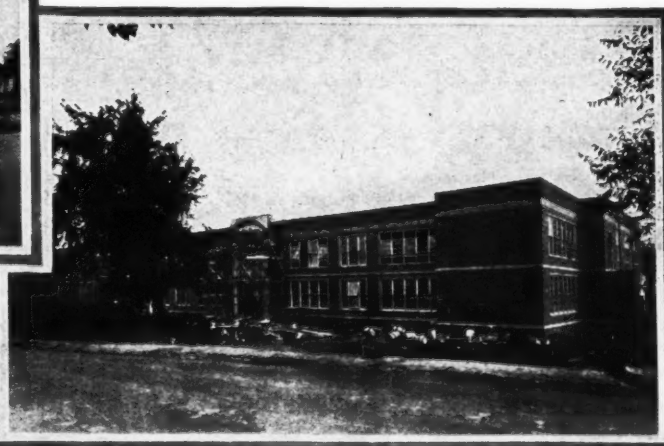
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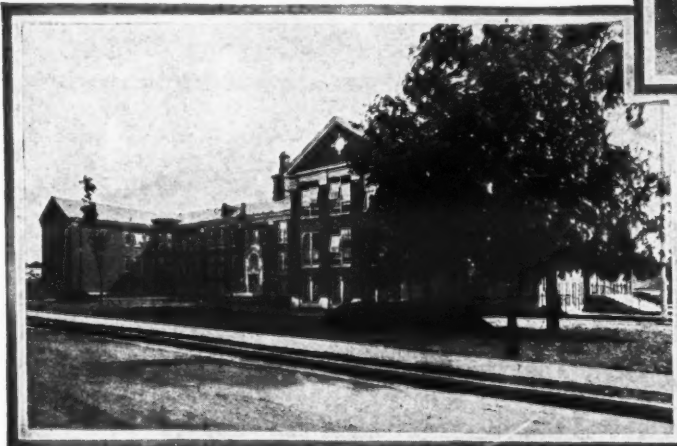
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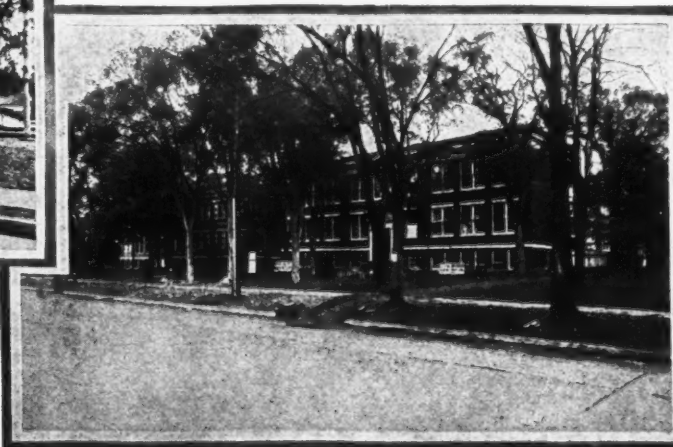


High School, Milburn, N. J.
Contractor: N. F. Cantello, Elizabeth, N. J.
Architects: Guilbert & Betelle, Newark, N. J.



Washington High School, Ridgewood, N. J.

High and Grade School, Somerville, N. J.
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Architect: J. Noble Pearson & Son, Perth Amboy, N. J.



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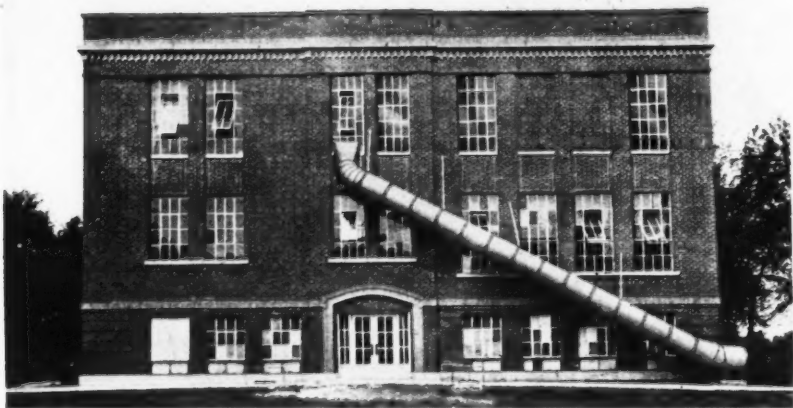
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RESCUE 120 CHILDREN PER MINUTE FROM **BUTLER** FIRE SMOKE, GASES AND PANIC TUBULAR FIRE ESCAPE



Pictured above is the public school at Kellerton, Iowa. It is of fire-proof construction. Yet the school board officials responsible for the safety of Kellerton school children realized that no matter how well they might build, the possibility of fire is always present. True, modern construction lessens the hazard of fire. Nevertheless an average of six schools suffer serious fires every day. Authentic statistics show that 80% of school fires start in the basement. Contents of school buildings cannot be fire-proof. Fire itself may never get beyond the basement and still perish or cripple scores of school children through smoke suffocation, gassing, and what is worst of all, PANIC, which crushes and

tramples more victims than actually burn—even where the stairway type of fire escape is relied upon.

Through the Butler Tubular Fire Escape, 120 children can slide to safety and do it safely because they are protected all the way from smoke, flames and gases. Ice and snow cannot block their escape. The pressure of a child's foot on the treadle of the exit swings the doors wide open. Children or grown-ups swing into the mouth of the tube from the handy bars at the top and sides of the door. These patented features are to be had only in the Butler Tubular Fire Escape. Can you be conscience free until you have investigated the safest and most rapid escapeway for your buildings?

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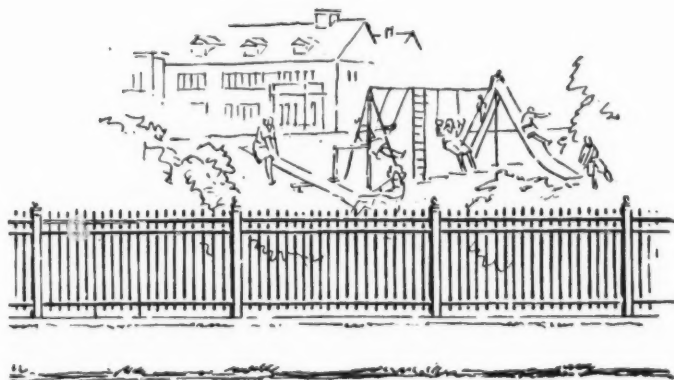
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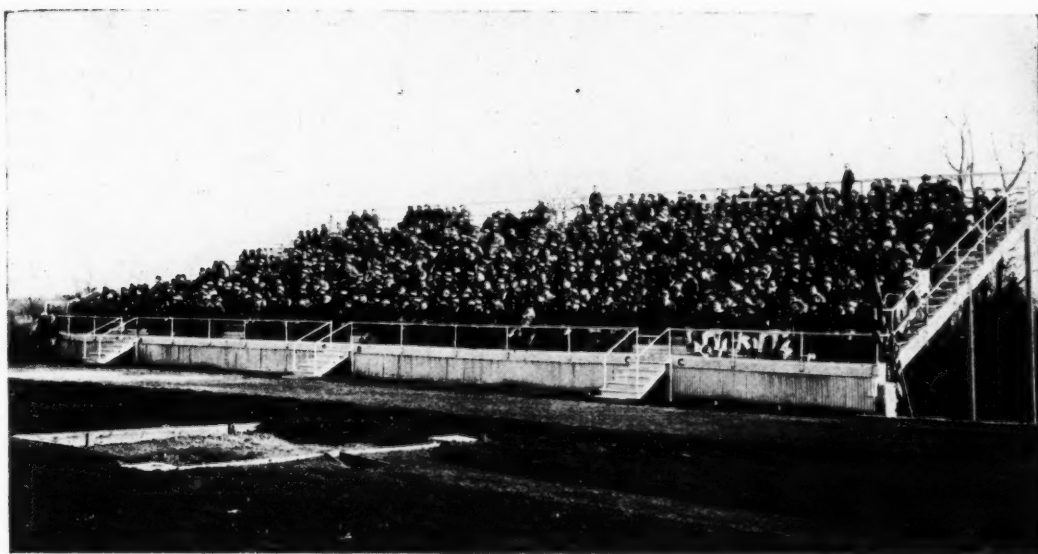


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Personal News of School Officials

♦ DR. SUSAN M. DORSEY is one of five women whom Los Angeles county, Calif., has honored by naming schools for them. The remaining four women for whom new schools were named are Jane Addams, Susan B. Anthony, Florence Nightingale, and Mary Lyon.

♦ MR. BYRON C. KIRBY, formerly principal of the Linden Platoon School, South Bend, Ind., has been appointed principal of the Oliver School, one of the city's largest platoon schools.

♦ DR. GEORGE HOWARD, formerly superintendent of schools of Rowan county, N. C., is now on the faculty of the University of North Carolina. Dr. Howard has had a wide range of experience in schoolwork, including work in the state education department and at the State Teachers' College where he earned his degree for the purpose of preparing for service as a county superintendent.

♦ DR. EDWIN W. ADAMS, formerly director of normal and practice schools at Philadelphia, Pa., has been appointed associate superintendent of schools, to succeed the late Dr. O. P. Cornman. Miss Florence A. Doyle has been appointed to fill the vacancy caused by the promotion of Dr. Adams.

♦ MR. L. E. ZIEGLER, of Maryville, Mo., has been elected superintendent of schools at Boonville, to succeed C. E. Chrane.

♦ DANIEL H. PERDUE has been made the head of the high-school division of the West Virginia department of education.

♦ MR. LEONARD E. LOOS has been appointed as assistant superintendent of schools at Lake Forest, Ill. Mr. Loos is a graduate of Teachers College, Columbia University and holds the degree of

bachelor of arts from Wittenberg College, and a master of arts degree from Columbia University. For the past three years Mr. Loos had filled the superintendency at Chrisman, Ill., during which time excellent progress had been made in the schools.

♦ MISS ETTA ROEBUCK has served as superintendent of the school at Aspermont, Stonewall county, Texas for twelve consecutive years. This is a distinctive record in the annals of the Texas schools.

♦ The twentieth anniversary of the appointment of DR. STUART H. ROWE, as principal of the Wadleigh High School, in New York City, was celebrated at a dinner given in his honor at the St. Moritz Hotel, on November 8. Members of the administrative staff of the city schools were present.

♦ MR. CHARLES W. HAWKSWORTH has been appointed as chief of the Alaska Division of the Office of Education, succeeding Mr. Jonathan H. Wagner. Mr. Hawksworth has had a long and varied service in the Bureau schools. Previous to his appointment, he was district superintendent of the southeastern district, with headquarters at Juneau.

♦ MR. JOHN KANTNER, of East Detroit, Mich., has been elected superintendent of schools at Roseville, to succeed Fred Sanborn. Mr. Kantner is a graduate of Ursinus College and holds a master of arts degree from the University of Michigan.

♦ SUPT. W. R. BOOKER, of Muskegon Heights, Mich., has been reelected for a new three-year term. Mr. Booker has completed two years of service in the schools.

♦ MR. ARVIE ELDRED, superintendent of schools at Troy, N. Y., has resigned to become secretary of the New York State Teachers' Association. Mr. Eldred succeeds Mr. H. H. Horner, who has become connected with the state-education department.

♦ SUPT. JOHN B. DOUGALL, of Summit, N. J., has recently been reelected for a three-year term, with a substantial increase in salary. Mr. Dougall has completed two terms of three years each.

♦ The school board of Tracy City, Tenn., has reorganized for the school year 1931, with the reelection of MR. JEFF. D. FULTS as chairman, and MR. E. C. SHELTON as clerk. The other members of the board are MR. W. C. ABERNATHY, MR. D. W. McCULLOUGH, and MR. S. E. SCHAEFER.

♦ SUPT. G. A. STUBBLEFIELD, of Springdale, Ark., has been reelected for a fourth consecutive term.

♦ The school board of Springdale, Ark., is composed of DR. J. E. MARTIN, president; MR. A. A. BACKUS, secretary; MR. E. B. CUMMINGS; MR. F. F. HAZEL; MR. CALVIN WALKER; and MR. C. M. PHILLIPS.

♦ Halifax, Nova Scotia, Canada. At its meeting on November 6, the school board was reorganized, with the election of M. L. Boswell, Esq., as chairman; W. E. Donovan, Esq., as vice-chairman; A. J. Haliburton, Esq., as chairman of school sites and buildings; E. S. Blackie, Esq., chairman of the teachers' committee; W. E. G. Shields, Esq., as chairman of the medical committee; and E. F. Hubley, Esq., as chairman of the finance committee.

♦ County Superintendent Charles Bartelmeh was the principal speaker at the dedication of the Barrs Mills School, near New Philadelphia, Ohio.

A TRIBUTE TO A SUPERINTENDENT OF SCHOOLS

Mr. J. J. Barnett, president of the board of education at Joplin, Mo., recently issued the following statement concerning Mr. J. A. Koontz, superintendent of the Joplin city schools:

"During the past few years, the Joplin public schools have been undergoing what are, by far, the most significant changes in their history. In curriculum, in organization, in methods of instruction, in spirit—the transformation has been almost unbelievable. Mr. Koontz, more than any other person, has been the inspiration of, and the directing force in, this progressive development. He doubtless has made mistakes, as any progressive leader would, but we have always found him to be honest, straightforward, able, dependable, and courageous in his zeal for the betterment of the Joplin schools. The results speak for themselves."

Book News and Reviews

DEALING WITH TEXTBOOK PUBLISHERS

For the purpose of working out a proper relationship between school officials and publishers, Supt. Charles C. Hughes, of Sacramento, California, recently called a conference of his staff and the state representatives of the several schoolbook publishing firms.

The conference, after a day's session, reached the following conclusions:

1. *Sampling Textbooks:* Two copies of each text in which it is believed that Sacramento might be interested are to be sent to the professional library which is located at the central administration buildings. These samples are to be used by the textbook committee. They will be sent to teachers, special committees, or regular committees, which the textbook committee feels can best be used for reviewing purposes. If extra copies are needed for wider circulation they will be requested by the committee.

2. *Textbook presentation by representatives:* It was felt that contact of publishers and school officials should be made complete and easy. To that end, the second and fourth Wednesdays are to be set apart by the superintendent's staff, during which days bookmen will have free and complete access to these officials. If a bookman wishes an interview, he will notify the superintendent's office at least one day in advance. Also, it was believed that any material which was to be discussed at the time of the interview should be sent to the school department sufficiently far in advance so that the staff might have time to examine the same. In that way, both parties would be prepared and a better contact assured.

3. *Textbook-adoption program:* When an adoption of textbooks is pending, all textbook publishers are to be notified. The publishers are to be furnished the curricula, courses of study, and the criteria which will be used as the bases for selection.

THE FILM TEXTBOOK A NEW ARM OF EDUCATION

A new world movement has been started to make possible the exchange of pedagogical motion-picture films between various countries and to place the motion picture in the classrooms of all countries as a supplemental aid of the teacher and the textbook.

Mr. Augustus O. Thomas, president of the World Federation of Education Associations, writing in the Motion Picture Monthly, tells of the efforts of the International Educational Cinematographic Institute to make such films speak a universal language through a channel of distribution formed by the new organization.

The purpose of the Institute is to help spread knowledge and science through the development

of the cinema as a means and instrument of education—a purpose long held by the motion-picture industry and by leading American educators.

The first step undertaken by the Institute is the collection of documentary evidence of the world-in-industry's educational films and of the industries allied to it. The Institute has built up a card index covering motion-picture developments through the world. Nearly seven hundred magazines devoted to films reach the Institute regularly, and each of these is translated, reviewed, and its contents indexed. A monthly review, devoted to the educational motion picture, is being published by the Institute in five editions. Each issue contains ideas and facts about motion pictures applied to agriculture, hygiene, problems of methodology and pedagogy, professional training, and scientific management.

The International Institute, with the help of America and other countries, is planning to develop to the greatest possible usefulness, the educational film and to make it one day available in every schoolroom. Its purpose is to bring together the disjointed effort toward educational films and to find a way to make those pictures available to all countries.

Since the motion-picture film has enlarged in scope and content the mental horizon of millions of men and women, it is believed it can be made a powerful auxiliary to the teacher in the humblest school, and can be made to give a new demonstrative value to words.

NEW BOOKS

Office Practices in Secondary Schools

William C. Reavis and Robert C. Woellner. Cloth, 240 pages. Price, \$2. Laidlaw Brothers, Chicago, Illinois.

Ordinarily one will wonder whether secondary schools have become sufficiently important to warrant an agency which assumes the dignity of an office, or more particularly an office organization. But when one realizes that the modern high school is an institution which involves a series of dealings between student and school, it also becomes apparent that such an agency must be provided.

The authors of the book have managed to build up a system of office routine designed to serve secondary schools, and to bring much valuable information to their subject. They not only define the function of the several administrative factors of a high school, but also deal with the appointment of time in order to secure the maximum of efficiency.

The use of labor-saving devices is exhaustively treated. The matter of office records, filing documents, personal problems and the like come in for

adequate attention. There are some instructive chapters on general office administration, communications with parents, pupils and teachers, architectural plan of principal's office, etc. The book is well planned and is bound to render a valuable service.

Ways to Teach English

By Thomas C. Blaisdell, Ph.D. Cloth, 566 pages. Price, \$2.50. Doubleday, Doran and Company, Inc. Garden City, N. Y.

Used as a basal text in teacher-training courses, this book of English methods will accomplish much. It serves to orientate the student or new teacher, while offering different and original procedures to the experienced teacher. English is considered from three viewpoints: oral and written self-expression, accuracy in expression, and appreciation of literature. No phase of literary activity—grammar, narration, poetry, essay, drama—has been omitted or elided. Comprehensive extracurricular research problems and completion tests are included at the end of each chapter for student use. Five appendices of teaching material, together with a complete bibliography of associated works, provide ample possibilities for the classroom teacher and complete the volume.

A Child's Second Number Book

By Julia E. Badanes and Saul Badanes. Parts 1 and 2. Cloth, 128 pages. Price, 68 cents each. Published by the Macmillan Company, New York, Chicago.

These books carry forward the work begun so interestingly and well in *A Child's Number Primer*. They provide complete practice work for the second school year. The child is required to develop clear number concepts from 1 to 100, and to apply them in problems of addition and subtraction, based on child interests and child life. A beginning is made toward the end of the second book in serial counting, to bridge over naturally the gap between addition and multiplication.

The books are carefully graded and the teacher's handbook provides detailed suggestions, as well as statement of principles for teaching numbers and for overcoming typical learning difficulties.

Junior Mathematics

By George D. Strayer and C. B. Upton. Book I, 272 pages; Book II, 286 pages; Book III, 320 pages. Published by the American Book Company, New York, Chicago.

These books offer a well-rounded course in arithmetic and algebra at the junior-high-school level. Book I for the seventh grade is divided very carefully between problems intended to improve the skill of the pupil in simple computation, and the application of arithmetical principles to personal business problems. The four final chapters are devoted to the measurement of areas and volumes.

Book II for the eighth grade is largely devoted to economic and business problems. Considerable attention is given to rapid calculation and the final chapters lead the pupil into the study of simple geometric figures, triangles, ratio, square root, and negative numbers.

The third book is an inclusive first-year course in algebra. While it meets the requirements of the various standardizing agencies, the emphasis is distinctly upon the practical elements of the subject which children can use in everyday life. Principles, rather than the manipulation of symbols, is insisted upon, and the problems are made useful by constant application to business, industrial, and personal situations. The work offered is more inclusive than the average class can study within a year's time. The authors have indicated a minimum course, which is readily within the ability of any average group.

All of the books have numerous interesting and original touches which have evidently grown out of the practical classroom experience of the junior author.

Farm Crop Projects

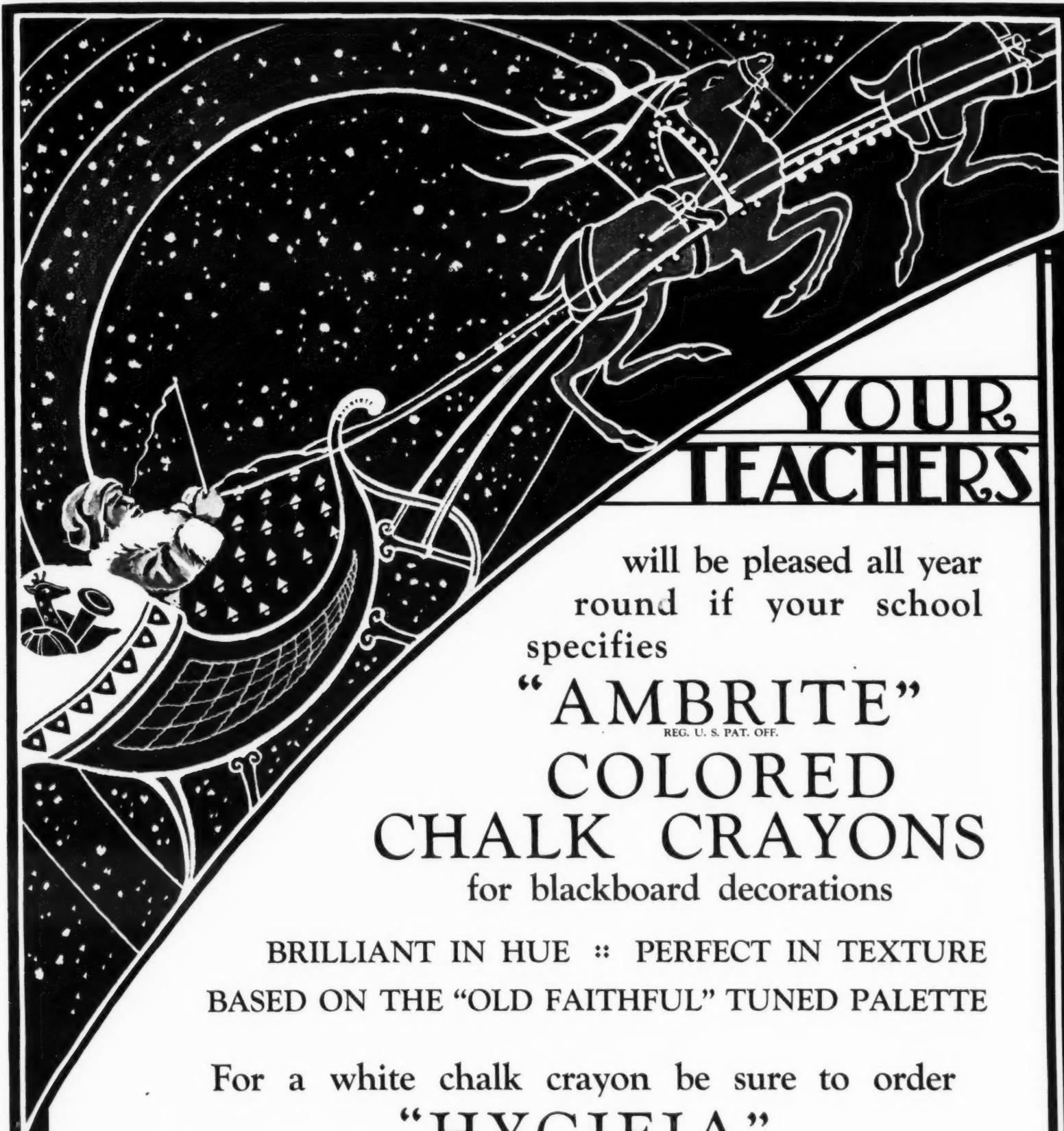
By W. L. Burlison and A. W. Nolan. Cloth, 494 pages. Price, \$2. Published by the Macmillan Company, New York, N. Y.

This comprehensive book applies the project method to the study of farm crops. Each of the major types of agricultural products produced in the United States is given a chapter, and each

(Continued on Page 96)



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in punctuation, for seventh, eighth, or ninth grades.

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(Continued from Page 94)

chapter contains from 10 to 25 distinct problems which the student is asked to study and to report. Sufficient clues are given to enable the student to learn the basic facts and to understand the principles involved. The best practice in each case is indicated or fully described, and less satisfactory practices are suggested, so that there may be a complete understanding of the advantages of the correct procedure. Typical troubles, mistakes, and difficulties are so discussed that the student may have a well-rounded knowledge of each topic. The book successfully centers the attention of the student upon the problem of seeking information, not for its own sake, but for the practical and successful accomplishment of farm enterprises.

Tales of Mother Goose

Translated by Charles Welsh. Cloth, 88 pages. Published by D. C. Heath & Company, Boston, Mass.

This reprint of a book first published in 1901 has been amplified by the addition of an introduction, prepared by Dr. M. V. O'Shea. The charm of the old tales is maintained in the interesting illustrations. One cannot help but wonder, however, whether the vocabulary should not have been checked against some of the scientific vocabulary studies of recent years. Such a check would, undoubtedly, have caused the elimination of quite a few rather difficult words for children between the ages of 6 and 8.

Laboratory Studies, Demonstrations, and Problems in Biology

By Nathan Harvey Kingsley, M.Sc., and Edward J. Menge, Ph.D., Sc.D. Paper, 208 pages. Price, \$1.28. Published by the Bruce Publishing Company, Milwaukee, Wis.

This book is the result of long years of teaching experience by two distinguished instructors of biology. The entire book was, according to the authors, subjected to exacting tests by teachers of biology before it was published.

It provides a complete laboratory manual for a high-school biology course to accompany any standard text. All of the major objectives in a

high-school science course have been carefully taken into account so that the book will help the student realize the major objectives of a secondary-school course.

The book has been studied from the standpoint of requiring the student to do a maximum of careful observation and study and to obviate altogether copying and thoughtless imitation in the work. From repeated use the authors have demonstrated that the problems and projects can readily be handled within the time limit of the average laboratory period and that the entire work can be handled within one year of 36 to 40 weeks.

The work outlined is intended for a rather rapid class of students and is so arranged that a number of problems can be omitted without detracting from the completeness of the course. The minimum group of problems can be given to slow students or slow classes without detracting from the course as a whole.

Timothy Crunchit, the Calico Bunny

By Martha Jane Ball. Cloth, 127 pages. Published by Laidlaw Brothers, Chicago and New York City.

This little book for small children tells the story of Timothy Crunchit, a boy-scout leader, and the activities of the scouts in a number of surprising ways.

The book will be found useful as a supplementary text in the second and third grades. The illustrations are in color, the type is suitable, and the binding is adapted to the character of the book.

Dietetics for High Schools

By Florence Willard and Lucy Gillett. Cloth, 278 pages. Published by the Macmillan Company, New York, N. Y.

The present book is a revision of a former text to meet the newer developments in the subject of diets and nutrition as they relate to good food and health habits. The book aims to help teachers in presenting the principles of nutrition in a clear and simple manner, and to show the relation between these facts and other health habits.

The authors have succeeded in presenting the material in such a way as to create in the student a voluntary interest in his own food needs and in the effect food has on growth, health, and activity. Some of the topics discussed are the energy value of foods, the composition of foods, mineral elements, vitamins, food selection, meal planning, and marketing.

The book is well illustrated and contains a list of tables and charts, as well as a complete index.

Greek Grammar

By William W. Goodwin. Revised by Charles B. Gulick. Cloth, 483 pages. Price, \$2.40. Ginn & Company, Boston, Mass.

This is a scholarly revision of a widely used standard grammar. It is interesting that teaching values have been introduced effectively without lowering in any way the reference values of the manual. The book is typographically most attractive.

Geometry Workbook

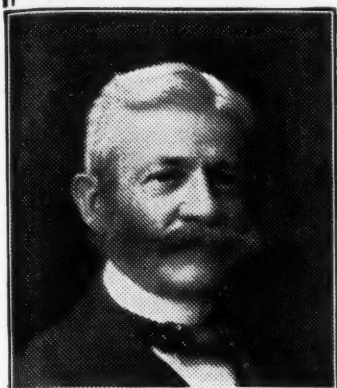
By H. B. Kingsbury and R. R. Wallace. Paper, 164 pages. Price, 76 cents. Published by The Bruce Publishing Co., Milwaukee, Wis.

One of the chief values to be obtained from a study of geometry is the ability to apply the important facts and theorems to the solution of original exercises. The book offers 88 tests on the facts and principles of plane geometry, with applications, which provide abundant drill on all the principal propositions and some of those of secondary importance.

The tests in the workbook serve a twofold purpose; they test the pupil's understanding of the facts and theorems, and they test the ability to use those theorems. All of the tests will be found useful in furnishing an accurate standard of measure and are designed to relieve the teacher of the burden of planning tests, and to save time in the marking of papers.

The tests include all of the new type forms of testing, including multiple-choice, true-false, completion, construction, and problem. There are ten of these tests, two on each book or major division of plane geometry. One of the tests is a statement test and the other is a test with figures applying the

(Concluded on Page 98)



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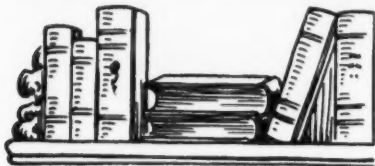
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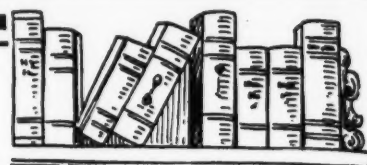
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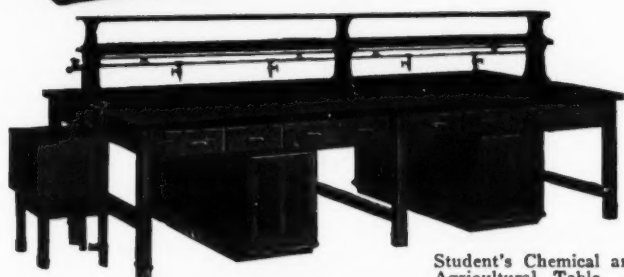


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(Concluded from Page 96)

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The tests will be found helpful to teachers in revealing pupils' difficulties, and will enable teachers to locate any difficulty which may exist on the particular subject tested.

Diagnostic and Remedial Teaching in Arithmetic

By Leo J. Britner. Cloth, 351 pages. Published by John C. Winston Company, New York.

This book observes techniques for discovering difficulties of children in the use of numbers, and suggests a wide variety of remedial exercises. The book represents a form of teaching aids which is essential for getting the best results from the new types of tests.

The Stream of English Literature

Edited by George Carver, Sr. M. Eleonore, and Katherine Bregy. Cloth, small quarto, 395 pages. Published by D. C. Heath & Co., Boston, Mass.

English literature from Chaucer to John Mansfield is here presented in an inclusive collection of extracts and selections from the greatest writers and the most important works. The principles of the drama and the construction of morals and short stories have been omitted from the comments on the selections, but with these exceptions, the material will serve excellently as a starting point for a study of literature through "a generous sampling of every age and type" of literary form. The emphasis which the authors place upon the Catholic note in early writers and in many recent works, reveals a deep religious sense frequently overlooked in English literature.

The Witness Tree

By Harold C. Wire. Cloth, 248 pages. Price, \$2. Thomas Y. Crowell & Co., New York, N. Y.

There is plenty of action and excitement in this story of a young New York rowdy, who became a real man in the forests of the California Sierras. Well suited for boys in the middle and junior-high-school grades.

Trends in Educational Occupations

By Marjorie Rankin. Cloth, 89 pages. Price,

\$1.50. Bureau of Publications, Teachers College, Columbia University, New York.

The growth in variety and number of educational occupations in fourteen large cities of the United States is here traced from available records.

Guidance officers in teacher-training institutions and high schools will find many useful facts in the study. As an index of the growth and change in curricular offerings, the study is not significant; as a general summary of the administrative and teaching jobs now found in city schools it is useful. The study to be fully effective requires an additional study of economic and industrial changes and tendencies, which will affect the demand for certain courses and teaching opportunities.

IN PAPER COVERS

Children in Fruit and Vegetable Canning. A survey of seven states, by Ellen N. Matthews. Paper, 227 pages. Published by the Children's Bureau, U. S. Department of Labor, Washington, D. C. The pamphlet represents a report of a study of the hours of labor of minors of both sexes of employment-certificate age found at work in canneries. It was noted that the proportion of child workers was greater in some states than in others, ranging from 10 per cent in Maryland and 9 per cent in Michigan and Delaware, to 2 per cent in New York. Tomatoes and berries, in the packing of which considerable work is done by hand, are the leading products on which children are employed. The children in fruit canneries were 8 per cent of the total number found at work in the canneries studied.

Statistical Report of Infant Mortality for 1929. Paper, 26 pages. A study of 729 cities of the United States, by the American Child Health Association, 370 Seventh Ave., New York, N. Y. The pamphlet has been prepared as a step in the direction of a continuing downward trend in the infant death rate of the country.

Fuel-Saving Practices and Devices. By Joseph H. Hixson. Bulletin No. 946, April 15, 1930, issued by the University of the State of New York, Albany, N. Y. This pamphlet is of suggestive interest to every school board which is faced with the problem of the purchase and use of fuel. The booklet discusses variations in fuel costs, reducing fuel costs, use of soft coal, economies effected with mechanical stokers, use of oil in school heating, automatic temperature control, and the school janitor as a factor in fuel saving or waste.

The Construction and Validation of an Art Test. By Margaret McAdory. Cloth, 35 pages. Published by

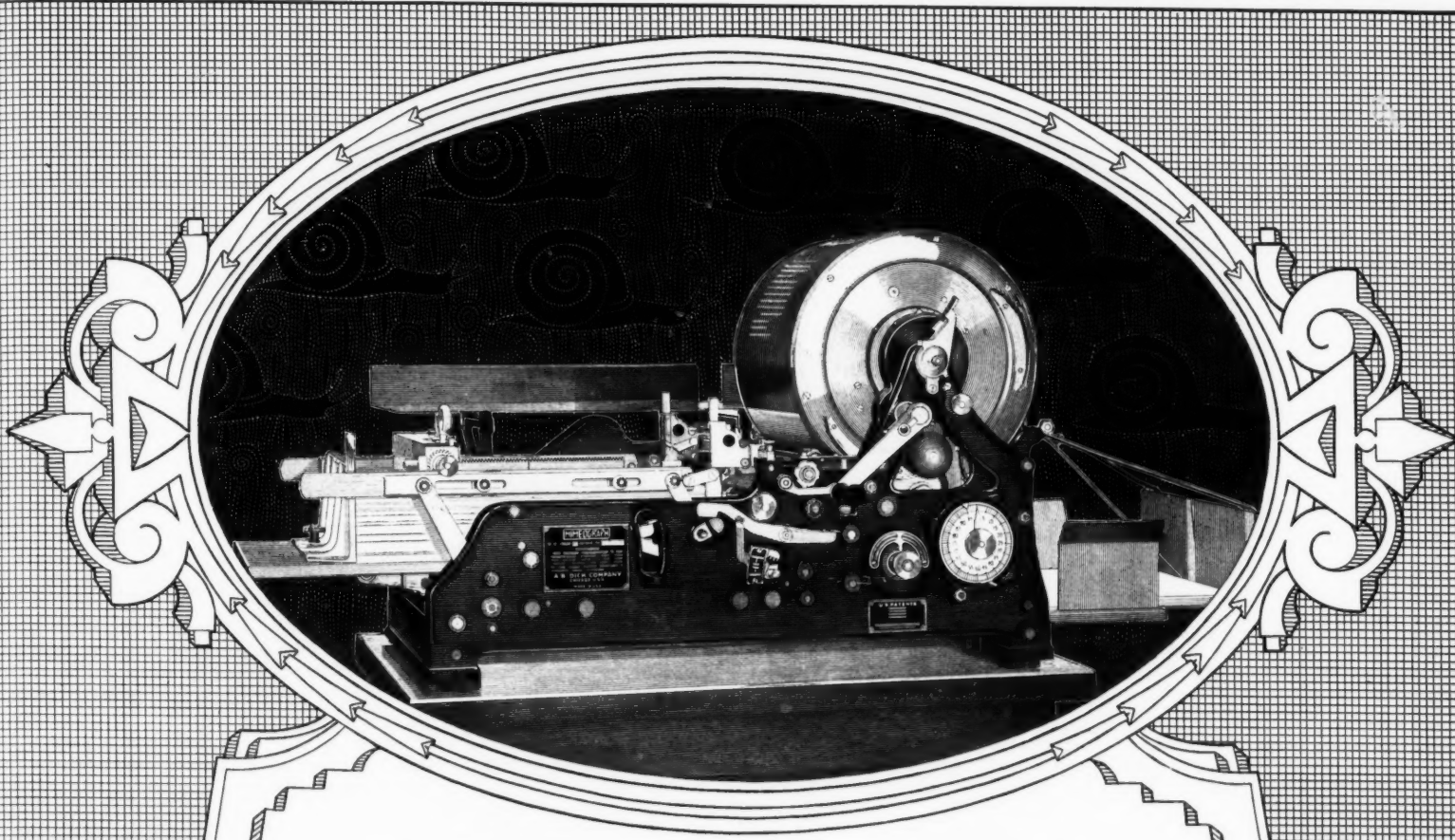
the Bureau of Publications, Teachers College, Columbia University, N. Y. Up to the present time, the field of art education has made little use of the objective methods of testing results of teaching. The present test has been devised to measure art appreciation, either as a group test, or as an individual test, and to serve as an effective teaching aid by bringing to a focus the reflective judgment as applied to art values. Each of the 60 test problems comprises four illustrations, which differ from each other in one art element, so that the test is a multiple response test, requiring an ordered choice of the separate illustrations according to their relative merit. The book contains information for applying and validating the test, scoring, and use, and gives some suggestions for reliability and validity. A bibliography is included for the use of the instructor.

George Washington Bicentennial Tree Planting. Conducted by the American Tree Association, Washington, D. C. The pamphlet offers suggestive information about the planting of grounds by colleges and schools. The plantings may be in honor of present or previous classes, or all classes may combine in plantings representing an entire institution. Many schools and colleges have forests where trees are planted.

Vocational Guidance in Rehabilitation Service. By Terry C. Foster. Bulletin No. 148, Vocational Rehabilitation Series No. 20, June, 1930. Issued by the Federal Board for Vocational Education, Washington, D. C. This is a manual of procedure for counseling and advising physically handicapped persons and for assisting them in adjusting or readjusting themselves to vocational life.

Training and Work of High-School Teachers in Wisconsin in New Positions. By O. H. Plenzke and Edgar G. Doudna. Paper, 16 pages. Published by the state education department at Madison, Wis. The study was made for the purpose of determining the number of high-school teachers who were new to their positions in the first semester of the school year 1929-30, their training, the subjects required to teach, and the extracurricular activities they were called upon to direct. The pamphlet discusses training and experience of teachers, subject schedules, classes taught by new teachers, and extracurricular activities. Suggestions are given for student counselling.

List of Inspected Gas, Oil, and Miscellaneous Appliances, for July, 1930. Issued by the National Board of Fire Underwriters, 109 Leonard St., New York, N. Y. Contains a list of inspected fire protection appliances, of appliances for accident hazard, of burglary protection appliances, and electrical appliances.



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CHICAGO CORRESPONDENCE

Working in coöperation with the governor's unemployment commission, Supt. William J. Bogan and Pres. Lewis E. Myers of the school board, furnished the machinery for a city-wide census of the unemployed of Chicago. On Saturday, November 8, 355 schools were kept open, manned by teachers, who registered and secured data regarding persons out of work and waiting for jobs. The teachers, principals, and engineers donated their services. Three downtown loop offices of the board of education acted as registration centers, in addition to the schools. A half hour before the time to start, there were lines four abreast waiting. In some of the poorer districts, the schools reported inability to handle the crowds, but such cases were few, and occurred only in the poorest sections. It was reported that 85,000 unemployed were registered.

In an effort to bring the schools into closer relationship with the homes, a herculean task in a large city like Chicago, Supt. William J. Bogan has appointed a committee of 24 to hold a series of local civic assemblies, culminating next spring in a huge gathering in soldiers' field, or in some great hall in the Loop. The committee is made up of principals of elementary and secondary schools and it will be the purpose of the meetings to arouse among the parents, a community consciousness to civic needs and responsibilities, and to mobilize local organizations toward the betterment of all phases of the civic life.

As a means of overcoming riots and juvenile rampages, the Chicago schools led in organizing a safe and sane Halloween. Through the instrumentality of Supt. William J. Bogan and the principals of the schools, the Chicago public playgrounds, various civic groups and organizations, the Y. M. C. A., and church organizations held special Halloween festivities. At each of the public playgrounds, special fêtes were held, in order to keep the children off the streets and in order to prevent vandalism. It is believed that some 500,000 children took part in the various group activities.

Under Illinois statutes based on a constitutional provision, school textbooks may not be used in a school, or school system, wherein the author exercises control or supervision. Recently, the author of a textbook in use in the Chicago public schools, was promoted from a principalship to a district superintendency. This promotion would have banned the further use of his book in the public schools of the city, except that the author and the publishing company assigned the royalties and profits from Chicago sales to the board of education. One of the assistant superintendents was a former principal and he was also author of many textbook materials, and seat-work material. He was also associated in an editorial capacity with a publishing company. On being promoted to the assistant superintendency he voluntarily withdrew all of his printed materials from the approved list, so that they cannot be requisitioned by Chicago principals. While this action was on a superlatively high ethical plane, many Chicago teachers and principals have lamented their inability to secure his valuable works for use in their schools.

The board of education owns a small tract of land which it has had in its possession since 1857. From 1857 to 1890 there was a small school on the tract. Since 1890 it has been vacant. Its present appraised value is between \$40,000 and \$45,000. There is some chance that the school board may lose its land. Since the first of the year, an individual has claimed ownership, having secured quit-claims from several alleged heirs of the original owner. It is claimed that there was a reversionary clause in the original transfer to the school board, and the fact that the site is not being used for school purposes, now causes the title to revert to the heirs of the original owner. The Chicago fire of 1871 wiped out all records and it will be hard to prove that such a reversionary clause actually existed. However, in a recent case involving 80 acres, the board of education lost title to the heirs of early owners. In the present instance a fence has suddenly appeared around the tract with warnings against trespass. The school-board authorities have ordered the fence removed, but a court battle is imminent.

FINANCE AND TAXATION

♦ Minneapolis, Minn. The school board has taken the first step toward assisting the estimate board in its effort to keep the tax rate down to this year's level. Upon being asked to reduce its tax levy .16 of a mill, the board voted a reduction of .23 of a mill, amounting to \$75,000. A program of retrenchment has been effected in various departments of the school system to take care of the budget reduction voted by the board.

♦ Rock Island, Ill. The school board has adopted a resolution, calling for the issuance of \$56,000 in tax-anticipation warrants. The funds will be used to meet general school expenses which have accumulated during the past few months.

♦ Oneida, N. Y. The school board has adopted a budget for the school year 1931, calling for an appropriation of \$242,132. The largest item in the budget is \$149,544 for instructional expenses.

♦ Tiffin, Ohio. The school and municipal budgets have been threatened with a reduction of \$10,000 to keep the city tax rates within the legal limitation. The school board has announced that it will oppose any reduction in its budget because it has only enough funds for its absolute needs.

♦ Hamilton, Ohio. The school board has adopted a budget amounting to \$744,946 for operating expenses, and \$163,622 for the payment of bonds and interest. In the operating expense fund, \$684,420 will be raised from general taxation, and the balance of \$60,526 from other sources.

♦ Kenosha, Wis. The school board has planned a cut of \$50,000 in its budget for the school year 1931, making the appropriation \$743,626. The board has agreed to coöperate with the other city departments in the carrying out of certain economy measures.

♦ Cleveland, Ohio. The school board has adopted a radical economy program for the coming year, which is in opposition to any expansion or addition of new activities in the schools. All efforts will be directed toward keeping within the budget.

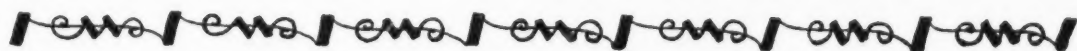
♦ Geneva, Ohio. The school board has opposed a proposed reduction of \$4,500 in the school budget, to make the school and city budgets come within the 15-mill law.

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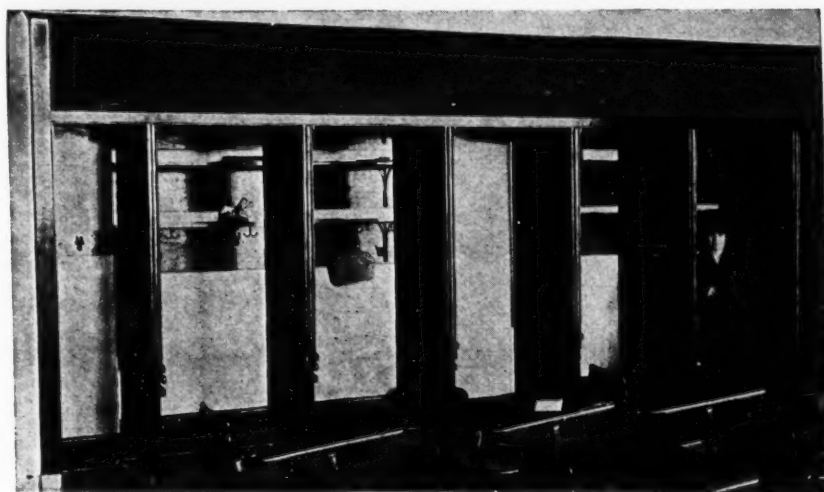


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TEACHERS' SALARIES

THE MONTAGUE SALARY SCHEDULE

The new salary schedule for the school system of Montague, Mass., is the result of a practical application of the salary-schedule idea in a small town. Montague is a town of 8,000 population and is deserving of considerable credit for having devised and carried out such a practical schedule. The schedule, which was prepared under the direction of Supt. Joseph J. Keating, superintendent of schools, was approved by the school board and went into effect on September 1 of this year. It provides new maximum salaries for teachers, based on the amount of professional training and on credits earned for professional improvement.

Under the schedule, the maximum salary for all teachers in the first six grades will be \$1,550. Principals of buildings will receive the usual differential. After one year of teaching at the basal maximum of \$1,550, it will be possible for elementary teachers, through professional improvement, to receive three salary increments of \$50 each, until a supermaximum of \$1,700 is reached. Not more than one such increment will be allowed a teacher in any one year.

Courses for professional improvement include college, normal-school, or extension courses which are equivalent to two credits of sixty hours' work. Courses taken by a normal-school graduate must be in advance of those required for graduation from a normal school. Increments will be given by the school board, upon recommendation of the superintendent, with the presentation by the teacher of evidence of having completed the course with at least a satisfactory grade. Courses to comply with the requirements may be offered for consideration by teachers, provided such courses were completed after July 1, 1928, and during the periods of service in the Montague schools.

Teachers in grades seven to nine inclusive, with two years of training, who are working on a salary

of \$1,500 or \$1,600, will be given increments of \$50 per year upon the recommendation of the superintendent, until they have reached the maximum of \$1,700 for these grades. For the school year 1930-31, those teachers who would ordinarily have received an increase of \$100 to bring them up to the maximum, are excepted. Teachers in the system, already receiving the maximum of \$1,700, will be allowed to work toward the supermaximum of \$1,900 upon the same basis as the elementary teachers described above.

In the future, no teacher in grades seven to nine inclusive, will be allowed to go above a salary of \$1,700, unless she has had three years of training or the equivalent, and no teacher will be permitted to reach the supermaximum of \$1,900 unless she has had four years of training.

The schedule provides a maximum salary of \$2,000 for women teachers in grades ten to twelve, with four years of college training or the equivalent. The maximum salary for men teachers in these grades, with the same training, has been set at \$2,300.

The maximum salary for supervisors and special-class teachers is \$2,000.

Rules for Payment During Sick Leave

In connection with the new schedule, the school board adopted rules to govern the payment of teachers during absence due to illness or death in the family. These are as follows:

Teachers will be allowed five days, with full pay, under the following conditions:

1. Personal illness.

2. Serious illness, or death, in the immediate family, provided that pay for one day only will be allowed for the funeral of a friend or relative not of the immediate family. Pay for one day will be allowed to attend the wedding of a member of the family, a relative, or an intimate friend.

The days of absence will be cumulative over a period of three years, and will be retroactive for two years, in the case of teachers who have taught in the Montague schools for at least three years.

Compensation for absences caused by unavoidable, or extraordinary circumstances, will be left to the discretion of the superintendent of schools.

THE HOLLISTER SALARY SCHEDULE

The school board of Hollister, Calif., has adopted a salary schedule for teachers, based upon the grade assignments and the number of years of teaching experience. The schedule divides teachers into three groups: Group one comprising teachers of the first, fifth, and sixth grades teaching two classes per day and seventh and eighth-grade departmental teachers with junior-high-school certificates. Group two comprises teachers of the second, third, and fourth grades. Group three comprises teachers of the seventh and eighth grades and special teachers with junior-high-school certificates or A.B. degrees. All teachers begin at the minimum provided for their group, and advance at the rate of \$60, up to the maximum at the end of the fifth year of service. Teachers with more than five years of experience are rated as having five years of teaching experience.

The schedule also provides for a bonus of \$50, to be given to every teacher who attends a summer school once in every three years. In order to become eligible to the bonus, each teacher must present evidence of having completed six units of professional study in an accredited institution.

The schedule is as follows:

Teachers in Class I will begin at a minimum of \$1,440, and will advance at the rate of \$60, up to a maximum of \$1,680 in the fifth year of service; teachers in Class II will begin at a minimum of \$1,380, and will advance at the rate of \$60, up to a maximum of \$1,620 in the fifth year; teachers in Class III will begin at a minimum of \$1,560, and will advance at the rate of \$60, up to a maximum of \$1,800 in the fifth year.

♦ The Cincinnati school officials, headed by Pres. William J. Schroder, of the board of education, laid the corner stone for the \$900,000 Oyler school. Samuel Hannaford and Sons are the architects.

♦ Lake View, Iowa. At its regular fall meeting, the school board recently voted to purchase supplies and equipment so far as possible from local dealers. A similar policy is in effect with the other political subdivisions in Sac county.

A Leaf From a Former Superintendent's Diary

S. B. Barr, St. Louis, Missouri

A school board represents, as a rule, the best citizenship of a community. Its membership is made up of successful men and women who want to contribute something to the present and future welfare of the city or town in directing the schools for the present and future well-being of the rising generation. Present ideas of the functions of school boards are quite different from those which prevailed nearly fifty years ago, when the incidents I shall narrate occurred in a small mid-western town. Superintendents then were not so well trained in administration as they are now; the school boards felt it necessary to do far more than establish policies. In fact, the school boards then were quite accustomed to do many things which they now delegate with much better results.

There were five members constituting the board — two doctors, two lawyers, and a banker. One of the doctors and one of the lawyers had taught school some few years previous. That, of course, made no difference to me so long as they kept it to themselves and did not use it to interfere with anything I might want to do for the best interest of the school. The school was classed as a high school, but it had never known what a spirit of progress meant. Some of the pupils enrolled in the high-school class were progressive if they had a chance, and I concluded that it was about time that they be given a chance to do something that would rid the school of mossbackism.

We had no piano or organ to help us out in our morning exercises, and I suggested to the school that we make a move in the direction of getting a small organ. I put the matter before them for a vote and was pleased to know that all wanted something of that kind and would do what they could to secure it. With that encouragement I took up the matter with the board at its next meeting.

The board disposed of the request very quickly by telling me that the budget arrangement would not permit any further expenditure. It was suggested by a member that we buy an organ and pay for it out of receipts from entertainments given by the high school. It had been the custom that, whenever anything unusual was needed, it was purchased through entertainment receipts. The organ was purchased and the payment was made from my own funds. The balance was to be paid monthly from the entertainment receipts as previously agreed. The pupils were happy that a much-hoped-for improvement in the school had been realized, and we went to work with hearts for any fate.

But the school board had not been won over to a progressive attitude on the high school. We were all very busy in our regular school-work, besides doing the work necessary to give the entertainments for meeting our obligations. The board also was busy, but theirs was a "busyness" that meant interference with our work in another direction. About the time this incident occurred a state law requiring the study of physiology and hygiene had gone into effect, and since September we had had a large class in these subjects. Then, too, we had a class in normal methods which enrolled a number of girls who hoped to become teachers in the rural schools of the county.

The board at one of its next monthly meetings passed a resolution eliminating these subjects from the course of study we had formulated. At the same meeting a method to be used in teaching spelling was ordered to be used. This method for teaching spelling was the one used when we stood in straight lines, toed a mark, and spelled for head marks. We did not object to that seriously, because it was some-



S. B. BARR, A.B., LL.B.

thing new to us and gave us a change. But the pupils did object to being forced to give up that which meant something to do and an opportunity to learn; namely, physiology, hygiene, and normal methods. I announced to the school in an assembly what the board had done, and then read the report of the board and resolution embodied therein. As soon as the pupils were free at the rest period, they came to me in a body and wanted to know what we could do about it. I told them briefly that the subjects, hygiene and physiology, were required in the state course of study and must be taught. I then placed a copy of the school law in their hands with the article marked for them to read. At noon hour they came to me again for help. I told them that we could petition the school board to rescind its act and, if they did rescind it, that we be granted the privilege to again resume our coveted work. At the unanimous request of the pupils, I outlined a petition and gave it to two of the older girls to circulate. Twenty-eight families of the town were represented in the high school and from these, 27 signatures were secured! We were happy again. The board could not withstand the pressure of public demand. At a special meeting a week later the retaliatory act was rescinded.

I learned later that it was not the intention of the board to eliminate all the subjects enumerated in their resolution, but it *was* their intention to get rid of hygiene and physiology. The normal subjects were included in the resolution as a means of effecting a compromise. Somewhat disturbed, I worked hard the balance of the year and closed the school with flying colors, and with the love of the pupils and the respect of their parents.

THE BUSINESS ADMINISTRATION OF CITY SCHOOL SYSTEMS AS SHOWN BY RULES AND REGULATIONS

(Continued from Page 59)

decrease in the number of committees. This tendency is in accord with the best theory.²

The present writer felt that the rules and regulations examined in the present study would furnish further evidence on the position of standing committees in the administration of city public schools. So an analysis was made which showed the number of standing committees in the 188 school systems used in this investigation. Table VIII shows the number of

standing committees mentioned in each of the sets of rules and regulations, the number and per cent of school systems having standing committees, and the average number of standing committees for all the school systems.

Number of Standing Committees	Number of School Systems	Per cent of School Systems
0	45	24
1	14	7
2	36	19
3	55	29
4	26	14
5	8	4
6	2	1
8	1	1
12	1	1
Number of boards having standing committees		143
Per cent of boards having standing committees		76%
Average number of committees per board		2.96

It will be seen from this table that standing committees hold an important place in the business administration of city schools, 76 per cent of the schools studied having from 1 to 12 such committees.

The problem was attacked from another angle: In his study Theisen presented data on the number of standing committees in several of the cities included in the present investigation. Data were thus available by which a comparison could be made between the number of standing committees reported in 1917, the date of Theisen's study, and the number of committees reported at a later date. In view of the fact that the date of publication of the rules and regulations used in the present study varied to some extent, the writer selected for this comparison only those which were published in 1925 or later, that is at least 8 years after the date of publication of Theisen's study. Thirty cities were thus selected for comparison. Theisen included in his analysis *all* standing committees, those having responsibility for instructional duties as well as those having responsibility for business duties. So, for this comparison the present writer included *all* standing committees. The numbers of committees reported in other parts of the present study, however, include only those committees responsible for the performance of business duties.

Of the 30 cities compared in this manner it was found that 8 had increased the number of standing committees in the last 8 years; 9 had retained the same number of committees, while 13 had decreased the number of standing committees. Engelhardt and Engelhardt report on this problem, also. They present figures which contrast the number of standing committees in a group of cities in 1915 and in 1922. Their conclusion was: "The size of school boards being the primary justification for standing committees, one would expect to find a reduction in the number of committees during the past few decades. A study of the table indicates that this is not the case, for in . . . 1915 and 1922 the proportion of school boards operating without committees had not increased."³

In the light of the evidence secured from the present study, which is in harmony with that found by the Engelhardts, it would seem that school boards are very gradually reducing standing committees as administrative devices. The change in organizations is not being made as rapidly as has been thought by some professional spokesmen.

The following conclusions were drawn from the investigation:

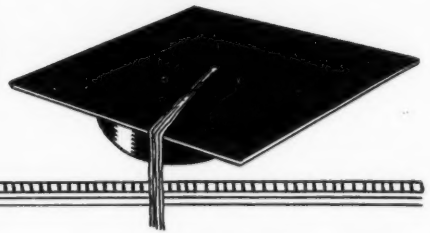
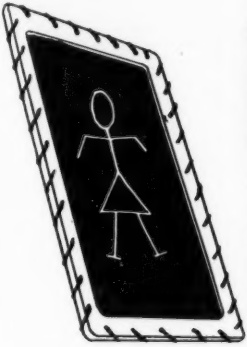
1. Rules and regulations of city school systems show a strong tendency to be incomplete in that they fail to provide for the supervision of *all* the important business affairs that arise

²N. L. Engelhardt and Fred Engelhardt, *Public School Business Administration*. New York: Teachers College, Columbia University, 1927, p. 164.

(Concluded on Page 106)

³Ward G. Reeder, *The Fundamentals of Public School Administration*. Macmillan, 1930, p. 24.

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The Pioneers in Modernizing Education

(Concluded from Page 104)

in the administration of school systems. Only 9 of the 49 duties found in all the 188 sets of rules and regulations were mentioned in at least half of all the schools included in this study.

2. There is practically no agreement among rules and regulations of city school systems in regard to first, the business affairs that should be included in the rules and regulations; second, the officers and committees that should constitute the personnel of the business departments, and third, the titles that should be given the business officers and standing committees. Furthermore, this disagreement is found among school systems in cities that are approximately the same size.

3. Although responsibility for duties was divided very generally among business officers and committees in the rules and regulations examined, a tendency was seen to consider the superintendent the chief executive of the school system, responsible for the business as well as the instructional administration of the schools.

This was shown by the facts, first, that the superintendent was mentioned in connection with general managerial duties in 163, or 86.7 per cent, of the rules and regulations examined; second, that the superintendent was held responsible for the administration of 39 of the 49 specific business duties, the largest number of duties for which any officer or committee was held responsible; third, that the superintendent was held responsible for the duty "Perform the duties of a general business executive" more often than any other single officer; and fourth, that a large number of rules and regulations held the subordinate officers, business manager, purchasing agent, superintendent of buildings and grounds, head janitor, principal, and auditor, responsible to the superintendent rather than to the board of education. However, in this connection it must be remembered that the secretary, clerk, treasurer, and attorney were held responsible to the board more often than to the superintendent.

4. Standing committees continue to play an

important part in the business administration of city school systems. Over three fourths of the schools included in this study had from 1 to 12 such committees, the average number of committees per board being approximately three. Standing committees as administrative devices are not disappearing from school boards as rapidly as has been suggested by some writers. This was shown by the fact that, although 13 boards of education in a group of 30 decreased the number of standing committees in their organizations, 8 boards increased the number, and 9 boards retained the same number of committees over a period of years from 1917 to the present time.

PUBLICATIONS RECEIVED

School and County Library Cooperation. Edited by Edith A. Lathrop. Pamphlet No. 11, June, 1930. Issued by the U. S. Office of Education, Washington, D. C. This pamphlet is a reprint of abstracts of eight articles on school county library cooperation published in *School Life*, the official publication of the U. S. Office of Education. Five of the articles describe the services extended to schools by county libraries in five states. Two show how county libraries are serving schools in California and New Jersey. The last article tells of the activities of the Rosenwald Fund in the establishment of county libraries in the southern states. A unique service to the schools is the development of a county school curriculum through the cooperative efforts of county school and library officials and teachers.

County Library Service to Rural Schools. By Edith A. Lathrop. Bulletin No. 20, 1930. Issued by the U. S. Office of Education, Washington, D. C. A report of a study which sought to discover the extent and character of service rendered to rural schools by county libraries. The study, which covered 144 county libraries in 32 different states, showed that 35 of the 144, or about one fourth, are in California. In other words, this state has about 18 per cent of all the county libraries. About 59 per cent of the county libraries employ one or more persons who give full or half time to school library duties. At least 85 per cent of the rural schools in the counties having county libraries are receiving service from the libraries. Schools having two or more teachers make more use of county libraries than do the smaller schools.

TABLE VII
Subordinate Business Officers

Officer	Times Mentioned	Board	Responsible to Superin- tendent	Both	Other Officer
Secretary	73	67	3	2	
Clerk	34	25	2	3	
Treasurer	47	36	0	0	
Auditor	8	3	3	0	
Superintendent of Buildings and Grounds.....	55	9	19	3	6 ¹
Chief Engineer.....	7	2	1	1	7 ²
Head Janitor.....	18	5	6	1	1 ¹
Purchasing Agent.....	13	7	4	0	2 ³
Business Manager.....	33	13	15	1	
Attorney	10	10	0	0	
Principal	14	0	12	0	

¹Responsible to business manager

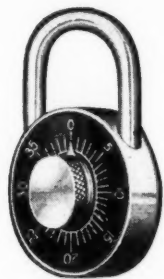
²Responsible to committee on buildings and grounds

³Responsible to secretary

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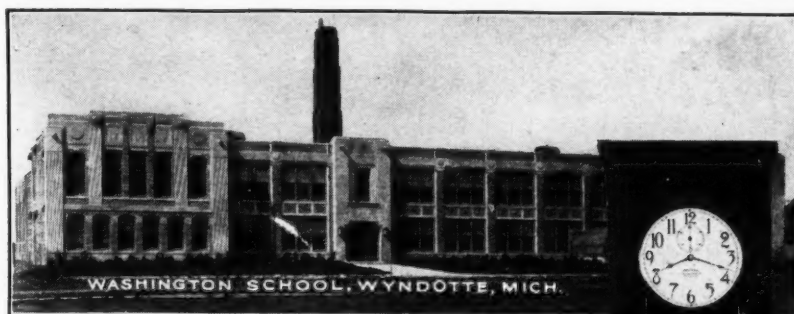
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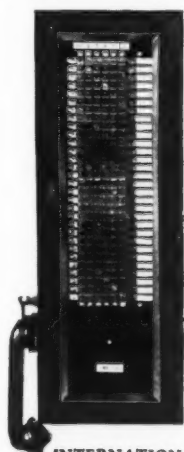
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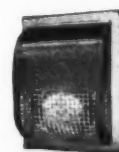
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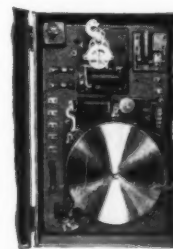
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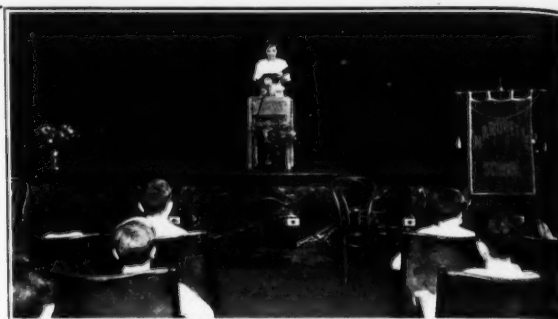


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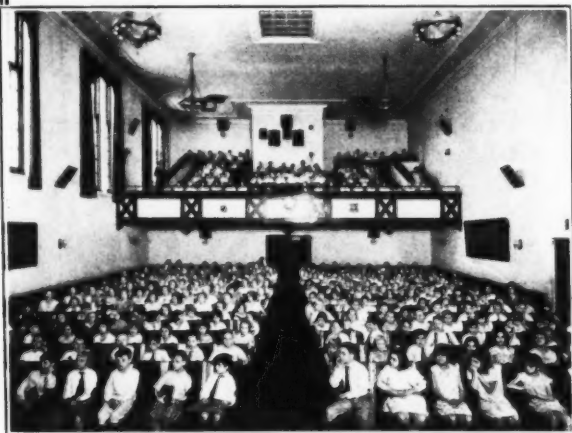
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RADIO EDUCATION

(Concluded from Page 61)

pupils listen to these, some of them assigned, and give reports to their classmates.

4. Home-economics classes receive recipes and general talks.

5. The boys, interested, receive market reports.

6. Those interested receive the agricultural programs.

7. Social-science students receive public addresses.

8. Many different musical programs are received.

9. American School of the Air programs are used.

10. Clubs may listen to programs not desirable for the entire group.

V. *The miscellaneous uses to which radio equipment may be put.*

1. Some schools have arrangements whereby they may listen to what is occurring in any classroom as well as talk or broadcast to any of them. This might be used as an effective method of partial supervision. The principal would easily discover it, should a teacher be unable to be at her place at a given time. The pupils would conduct themselves, at least quietly, knowing that it was possible to listen to any room of the building.

2. The radio offers to the janitor, or other individual responsible for the time signals, a means of keeping them accurate.

3. The phonographic pick-up device serves as a source of music in the marching in and out of the children. It supplies music for the rhythm needed in teaching motor skills, as typing, physical education, games, dancing, and penmanship. No doubt it will sometime be possible for the schools to make their own records of important speeches, important happenings, or musical programs, not occurring at a con-

venient time. These transcriptions may then be used at the most desirable time later.

4. Another suggestion, one which is being used now, lies in the possibility of using telephone lines or small transmitting outfits for broadcasting locally, school programs, thereby giving to the patrons an actual cross section of schoolwork and not the well-rehearsed spectacles which they see on "Parent's Night."

5. A use, which must not be overlooked, even though it is likely to benefit only a comparative few, is broadcasting to "shut-ins." Many unfortunate children who are crippled or afflicted in some way, will have a great field of education opened to them, which would otherwise be impossible. Especially will this service be valuable to children in the small villages where special instruction for the disabled is impractical due to the small numbers who need it.

Note: This paper is the second of a series by Mr. Jarvis. The third will appear in February, 1931.—Editor.

HOW VALUABLE IS RADIO EDUCATION? To the Editor:

In the November issue of the SCHOOL BOARD JOURNAL, "Radio Education" is discussed by Superintendent Jarvis, of Fort Recovery, Ohio. I am interested in this subject, but before I go into it any distance, I want to have something else than opinions to base my study on. Listing a long line of objectives does not demonstrate the value of radio education.

Of course, we have the radio in almost every home and almost anything can be heard. But, does listening educate? We complain about teachers who talk too much, and we stress the fact that we want pupil-experiences and activities. Radio does not give any of these. We can obtain some information through the radio, but we get that without effort, and what we get that way we do not appreciate. We may get some appreciation of music, but we can get that properly graded and organized in other ways.

We, today, jump too readily at any device which is advertised as a new means of education. We forget that most of the education must come from within. Otherwise, people who have all kinds of money and can employ the best equipment and teaching talent would be able to teach their children in the "royal way," by an armchair philosophy of education.

We want to know if:

1. Radio teaching is founded upon sound psychological principles.

2. The benefits attained are of sufficient importance and magnitude to pay for the time and expenditure of money.

3. The problems of administration are not so difficult that other essential work will be slighted.

4. Has there been a scientific study made to demonstrate the value of radio teaching? And, if so, how has it been made?

I am, therefore, anxious to know the facts about radio education.—A. I. Jedlicka.

SCHOOL ADMINISTRATION

♦ The problem of high school fraternities and sororities is giving the school authorities of Dallas, Texas, some concern. The complaint is made by several school principals. Alex W. Spence, vice-president of the Dallas board of education, predicted that the fraternity and sororities would be entirely eliminated from the Dallas school system within a year. It was suggested by one who was at one time an active member of a Dallas high-school fraternity, that certain jewelry concerns were among the mainstays of the secondary fraternity system of America, because of the profit which the sale of pins and other insignia and paraphernalia to these fraternities brought to them.

♦ A systematic plan of junior traffic patrol is being tried out at Chelsea, Mass. At dismissal time, the 12,000 children in the 14 schools march out in groups, under the supervision of the teachers. Each group is accompanied by a boy traffic officer, who halts the traffic until his group of children has safely crossed the street. The plan has been successful in protecting the children and in eliminating the need of additional traffic police for the schools.



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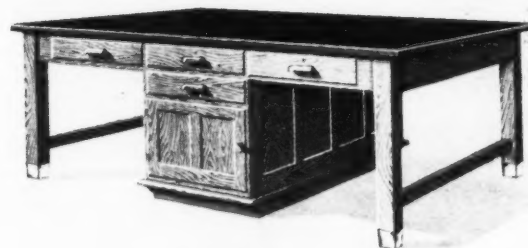
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The four parabolic mirrors which act as concentration medium for the light rays, lend the Projector "Vh" a most effective mode of light concentration resulting in an exceedingly brilliant and white image at the screen. . . . The four mirrors cast the light upon the opaque object in an evenly distributed manner, eliminating the possibility of shadows and uneven objects. . . . The ventilator-cooling-system continuously blows cool air upon the object and thus specimens can be handled conveniently and injury to them through overheating is eliminated. . . . The projection objectives are of utmost correction, giving crisp and clear-cut images.

A comparison will prove that purchase according to quality, not to price, means economy and satisfaction with projection equipment.

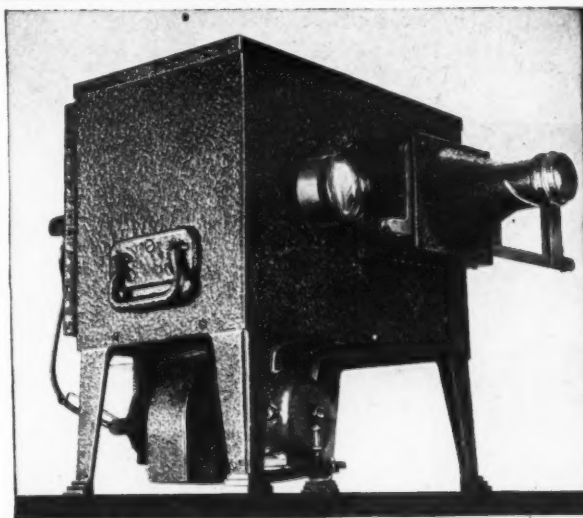
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USE THE
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TRANS-LUX LITTLE WONDER

Combination Opaque and Stereopticon Projector

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low priced — easily carried — mechanically cooled

THE "Little Wonder" is built along the lines of our Model "A" Air-Cooled Opaque Projector,—automatically cooled; has one 500 Watt, 110 Volt Mazda Lamp with prefocal base; an extra reflecting mirror; a handle under the machine for changing from opaque to stereopticon projection; and weighs only 28 pounds.

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**Draper Shades
recognize
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Draper Shades have been designed to let in the sunlight. But light won't harm the pupils. It is beneficial and necessary to their proper development. Only the sun's *glare* is the harmful factor. Draper Shades keep the glare out and let the light in.

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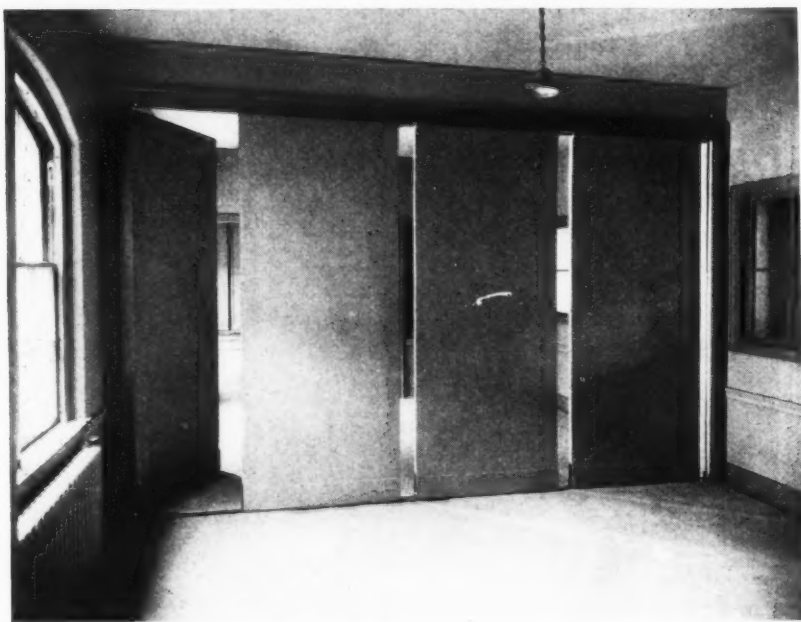
These shades embody all the finest developments in shade making. They are noiseless, easier to handle and less likely to get out of order. And with Draper Adjustable Shades in your school you will find that maintenance costs have dropped to an almost negligible figure.

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Fairhurst Folding Partitions



Fairhurst Unit-Fold Partition installed in Passaic (N. J.) Y. W. C. A.
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This Partition is made up of single door units. Each door rolls on two ball bearing wheels on a narrow track flush with the finished floor.

The folding partition with *no hinges—no hangers*—All hardware is concealed and is so rugged that even extreme abuse cannot impair the smooth operation of this partition.

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Simplicity—
Efficiency—
Dependability—
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All combined in the

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Program Clocks for Schools

At a price that is within the reach of all.

Its operation is entirely mechanical, eliminating the possibility of electrical troubles. No school, large or small, can afford to be without one.

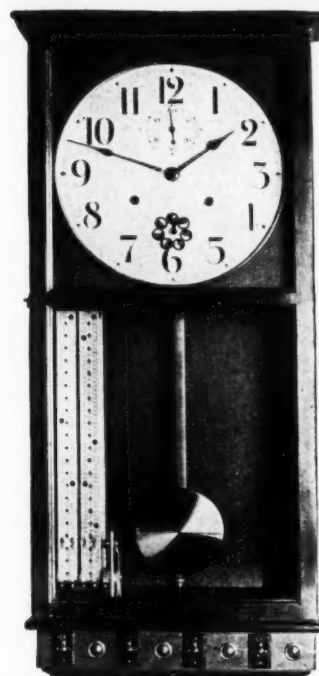
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Bells, wire, transformers, etc., selected especially for schools. Our signal circular will be of great help to you in installing your own system of bells. It is free. Write for it.

Built upon an 80 beat Seth Thomas movement, the Murda Program Clock is a simple, dependable device which will operate automatically all the bells in the building on from one to four separate circuits, silencing them at night and on Saturday and Sunday. No expert servicing is ever required on its simple mechanism. Initial expense is low and cost of upkeep is negligible.

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*Install it Yourself
It requires no servicing*

EVERYTHING

for your

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a thirty-year old organization
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RELIABLE--

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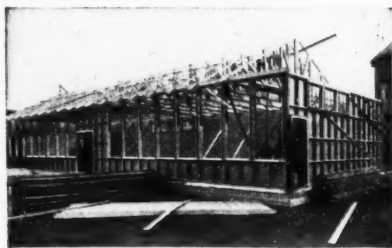
605 Century Bldg.,
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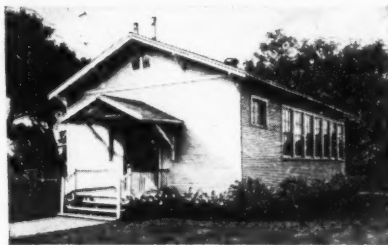
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Schools in All Sizes to Meet Every Community Need



America's Standard in School Housing

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NEW YORK

1349-1525 West 35th Street, CHICAGO, ILL.

DETROIT

CLASS CONTROL IN SUPERVISED STUDY

(Concluded from Page 39)

temper sets a bad example. He tends to make boys and girls nervous and excitable. It is sometimes necessary to deal with boys and girls who are somewhat stubborn and badly spoiled. The use of good judgment and tact will work wonders with many such children. The teacher in supervised-study technique has a splendid opportunity to learn to understand the boys and girls.

The foregoing list of suggestions is by no means exhaustive, but an attempt was made to stress some of the more important aids to good class control. Most of the suggestions found in the better books on discipline can be adapted to fit the supervised-study situation.

A NOTABLE SCHOOL-MUSEUM PROJECT

(Concluded from Page 40)

fully fulfills its purpose.' From this point of view the humblest utensil may claim art quality.

"And when does art quality exist? It is present when design, material, and workmanship have been woven into a whole that 'beautifully fulfills its purpose.'

"It is true that materials affect prices. For instance, a linen handkerchief is more expensive than a cotton one. A cotton one has art quality, however, when it is of material acceptable for use and of design which conforms to art principles. In short, price does not determine art quality.

"No claim is made that these articles are the finest to be bought. Nevertheless each has art quality in that it is of suitable material, design, and construction for its purpose.

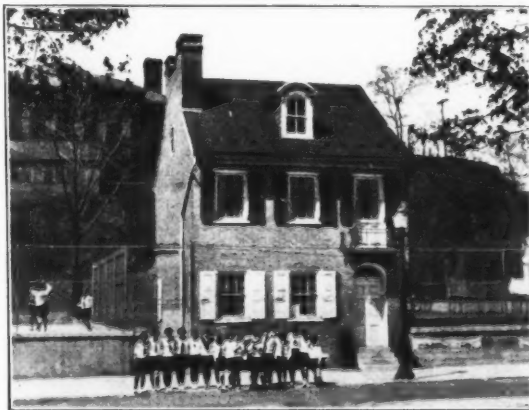
"It is evident then that the matter of *selection* is of great importance. Each purchases at his

own price level, but all may have articles of pleasing proportion and design if principles of art are used in selection."

Outstanding in its significance is the somewhat unusual practice of exhibiting the worthy art products of local children, merchants, and manufacturers, along with similar exhibits loaned by the American Federation of Arts, the Art Center of New York, and other fine, co-operating agencies from outside the city.

If space would permit, much deserved credit would be given to men and women who have co-operated in making this little museum one of the most prized possessions of the community. Judging by the attendance, this little art museum has won a place in the hearts of the boys and girls, and their parents as well.

I think the Easton people who have been responsible for this exceptional little school museum have been altogether too modest to advertise it as it should be. I trust that this account of a most interesting achievement will, despite the inadequacy of its presentation, arouse some communities to go and do likewise.



EASTON SCHOOL MUSEUM, EASTON, PENNSYLVANIA

"WHAT'S WRONG WITH THIS PICTURE?"

(Concluded from Page 42)

and I keep my own balance. I prove my own books and he proves his, but we can't get a check between us."

Doc.: "Then you've never really been together since Rob was treasurer, have you?" The secretary agrees.

Will: "I'll tell you what I think! I think we ought to figure out some way to get these books straightened out. If the budget director should send one of those checkers in here to audit our books, we'd look sick. When they were over at B——, they *went through* 'em, I'll tell you. The checker just comes in and calls for the books, and it's 'Here, what about this?' and 'How do you explain that?' until by the time you are through trying to explain, there's a new ———" Follows argument and explanation.

Doc.: "Well, Lem and the treasurer better get together as soon as they can, with Prof. here, check over the books from 'way back, and try to get them together. Go back to where they were together and bring them down to date."

Will: "I think they ought to be ready to report at the next meeting."

Doc.: "Prof., do you have anything more you want to bring before this meeting?" Superintendent explains new cumulative record form, illustrating with actual blank made out for the young daughter of Will. Moderate interest shown. Approval expressed informally. Motion for adjournment suggested, made, and passed.

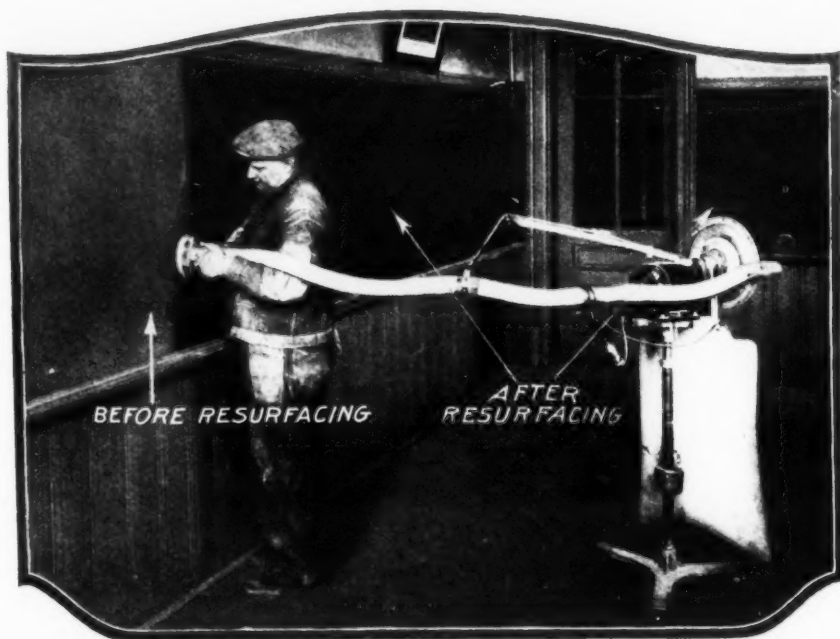
Exit all, discussing in groups outside the door. Prof. departs in company with Jud, in earnest conversation.

BUSINESS EFFICIENCY IN EDUCATION

(Continued from Page 45)

consideration population trends, and types of schools to meet the needs. For lack of vision,

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We work during school sessions, after school hours or between classes.

Noiseless — Dustless — No inconvenience.

Boards not removed from wall.

Owing to machine improvements and large production, prices so low you cannot afford to neglect your slate blackboards.

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many communities find their buildings poorly located, and not at all adapted to a modern educational program.

Competition in modern business has led to an intensive study on the part of producers of all factors involved in production, to the end that all waste may be avoided, all operations speeded up, all tools and machinery at their maximum power, all workers doing the work they can do best and with most approved methods. Intensive research, involving not only the materials, machinery, and methods, but the human element, is continually going on. All of this has only one purpose and that is to place on the market the most satisfactory, and most serviceable product, at a minimum of cost. Considering the importance of the material with which we work in education and the finished product we desire to turn out, research must loom ever larger in our educational program. Not only must every city unit have its own research department, but the state department should be the clearing house from which information will be available relative to the methods and processes that will get the best results. It is only through unification of educational effort and expert leadership from the larger units that business efficiency in education is possible.

If we would develop an efficient administration of public schools in city or state, we must keep ever in mind that the education of the children is our predominant objective. In the pursuit of that objective every personal or political consideration must be put aside.

THE REORGANIZATION OF THE CINCINNATI PUBLIC SCHOOLS

(Concluded from Page 57)

ciple, the financial program for the school year 1930-31, which was used as the basis of the budget request for the fiscal year 1931 (from

January 1 to December 31) and which, in accordance with law, has to be approved by the County Budget Commission, was based upon reports and recommendations of the principals regarding certain aspects of the school organization for which financial provision needed to be considered. The budget which was prepared by the superintendent, was submitted to the board as a balanced budget of expected receipts and proposed expenditures, and with the distribution of the funds in accordance with the organization of the schools, as senior high schools, junior high schools, and so forth. The principals of the schools will conduct their work on the basis of allotments to the respective units, which allotments are officially transmitted to the principal by the superintendent. These serve as the basis of control of the proceedings of principals in their respective units. The superintendent is given discretion to modify allotments within divisions, without particular action of the board, but he cannot transfer between divisions as, for instance, from senior high schools to elementary schools, without board action.

The entire reorganization became effective on July 1, 1930, and the various bureaus and divisions were organized during the summer or at the opening of the school year. At that time the principals were acquainted with the various elements of the new procedure and the same was put in operation. All employees have accepted the change in fine spirit and have given their best effort to insure the success of the undertaking. The present indication is that it will work out to the great benefit of the schools of the city and the new machinery is functioning perfectly, will not only expedite the various business procedures, but will make returns to the children larger than they have ever been in the past.

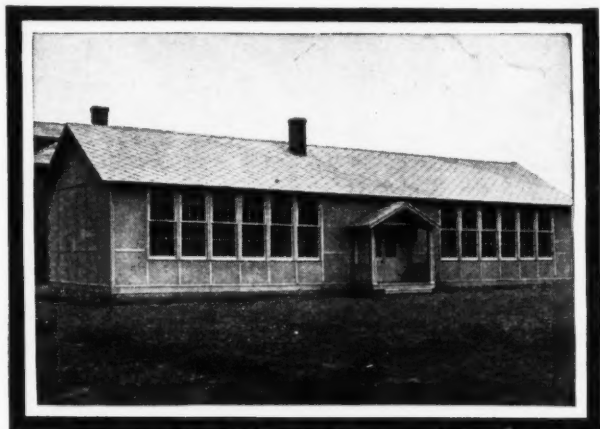
HYGIENE AND SANITATION

♦ Shirley W. Wynne, health commissioner of New York, City, holds that one million children in that city are still exposed to the danger of diphtheria and urges immunization. He recently said: "It is not so much what the child wears that counts in the matter of health. True he must be kept warm or cool as the season requires, but if the child's body is fortified against disease he is better able to withstand the elements. Medical science has enabled us to fortify the child against at least two very serious diseases of childhood, and those are smallpox and diphtheria. So far we have not been able to safeguard him against scarlet fever and measles."

♦ The Golden Rule Foundation of New York has started modern dental clinics in certain mountain districts of Virginia, Kentucky, Tennessee, Alabama, and Missouri, one in each state. These clinics have been established in school or community centers, where there is no dentist, and where the mountain families are too poor to pay for a dentist's services.

♦ Malden, Mass. The school board recently adopted two new health rules governing absences of pupils during illness. The first rule requires that children who have been ill with a contagious disease must present a card signed by the physician in charge of the case, or the school physician before being admitted to classes. Such cards must be countersigned by the health inspector.

The second rule requires that children who have been absent from school three days for any reason must present a card signed by the family physician. Failure to obtain such card means that they will be denied admittance to classes until they have been seen by a school nurse or physician. All suspicious cases must be referred to the board of health and they will not be readmitted to school without a certificate from the board of health. All principals are required to furnish on each school day a list of the pupils returning to school after an absence of three days on account of illness.



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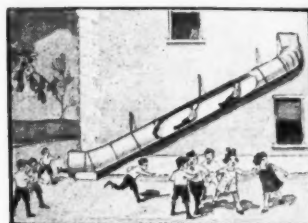
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Fire Drills, when using a central hallway and staircase, are always dangerous, as the world's greatest school catastrophes have proved. A scream or a cry of FIRE can easily create a dreaded panic even during Fire Drill.

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coast the pupils away from the center of the building to the outside air without the least danger from smoke, gases, fire or panic.

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ARE YOU TIRED OF
Dark, Sticky, Germ Catching
Oiled Floors?

We will advise you how to recondition oiled floors, restoring a beautiful golden, mellow surface, free.

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To your whole school with floors that are sanitary, wear-resisting, trackless and beautiful.

Easily applied and maintained

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Let us solve your floor problems.

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IOWA.

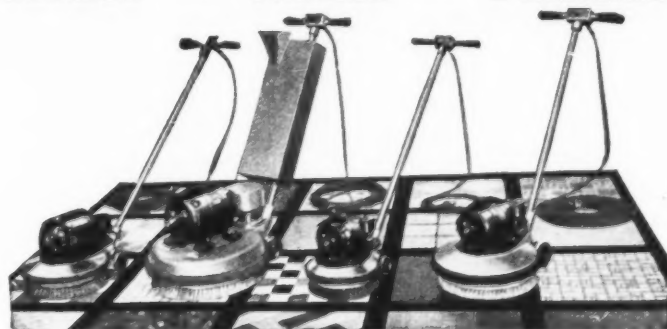


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With the old-fashioned mop and scrub brush rapidly losing caste, it is time for the modern schoolman to start investigating modern methods of floor cleaning. Up-to-date sanitation standards demand it. No longer is it satisfactory just to keep the floors wiped up. They should be kept glistening, and a Hild Floor Machine will do it in a quarter of the time and better than the best scrubwomen could do it.

These are four models of Hild Floor Machines—a size for every floor area and purse. The Hild Floor Machine will scrub, polish, wax, sandpaper and refinish with a thoroughness that is remarkable.

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TO SELL AS LOW AS

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for stands having a few rows, and only slightly higher for stands having a larger number of rows.

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CORRECTING EYE DEFECTS OF SCHOOL CHILDREN

A pupil who is restless, looks out of the school-room window, and frequently gets into mischief, usually is troubled with some eye defect, according to Dr. B. Franklin Royer, of New York, medical director of the National Society for the Prevention of Blindness, who spoke recently before the Michigan Education Association. "With the correction of visual difficulties," said Dr. Royer, "it is generally easy to interest the child in his studies."

In addition to glasses, there are other aids for the school child, such as correct posture while at study, intermittent periods of eye use for near and distant vision, safeguarding of the eye from possible congestion, from faulty posture, maintenance of the general nutrition of the child, and check-up to see that the protective measures are appreciated, understood and obtained in the home.

Dr. Royer pointed out that the teacher is the most important individual in the community in the conservation of vision. She appreciates the child's needs and she may very largely determine whether or not these needs can be met. As she comes in contact with the parents of the children, where they need a physician's eye care, her requests usually obtain treatment for the child. As she appreciates the advantages of adequate light in the school, she will obtain it from the school authorities and will impress upon the parents the necessity of similar lighting adjustment in the home to offer those same hygienic advantages for close eye use that should be obtained in every school.

POOR HEARING IMPEDES PUPILS' WORK

The largest amount of poor hearing in school children occurs among those doing the poorest

schoolwork, according to a report on studies conducted by the United States Public Health Service on the relation of the hearing of pupils to their classroom work. The findings indicate that there is more impairment of hearing among the boys of all ages than among the girls.

The survey shows that in the whole group studied, there appeared to be more normal or above normal hearing among the older children. The left ear was usually found more efficient than the right. In no group at any age, when both sexes were taken together, did the rate of children with hearing loss rise as high as 4 per cent, and the percentage with significant hearing loss was greater in the average-for-grade group, and in the group with the lowest intelligence quotient. In general there was a higher proportion of left ears with good hearing than of right ears.

With one exception (boys in the 12-13-year group), the superiority of the left ear was maintained at all ages. Also, the predominance of poor hearing in the right ear was general at all ages except in the 12-13-year group.

EXAMINING CHILDREN'S TEETH

A hurried and careless examination of the pupil's teeth is of no value, according to a recent bulletin of the American Association of School Officials. It may be positively harmful, since it conveys an assurance to the pupils that all is well, when the contrary is true. Teeth showing any of the following defects should be referred to the family dentists.

1. Dental caries;
2. Mouths in need of a prophylaxis;
3. Dental malformation;
4. Suspected teeth.

Luetic teeth should be recognized and the possessor of such teeth should be required to obtain a Wassermann test. Teeth of congenital lues present a very distinct set of signs.

1. First teeth do not show anything characteristic of lues.
2. Second teeth of the congenital luetic are distinguished as follows. (a) The two middle incisors (upper) are shorter than the two lateral incisors,

and a tongue blade along the upper front teeth is not touched by the middle incisors. (b) All the upper incisors have a rounded cutting edge and the middle of the tooth is always wider than either the base or the cutting edge. (c) The notch is not necessary for diagnosis. (d) Raspberry molars are not diagnostic by any means of congenital lues. (e) The upper and lower incisors are liable to be far apart, touching if at all in their middle portion only. (f) The enamel of the congenital luetic incisors is at least as good as the enamel of the other teeth. Simple loss of enamel at the cutting edge is not a sign of lues.

♦ New York, N. Y. A recent study of the incidence of heart disease among school children shows that more deaths occur among girls from heart disease than from any other cause; among boys, it was the second most important cause of death, accidents coming first.

♦ The school board of Toledo, Iowa, has voted to cooperate with the state board of health in an attempt to eliminate diphtheria in the schools. Under the plan, pupils in the schools will be given a complete three-treatment diphtheria vaccination at a minimum cost, using high-grade materials. The state board of health has agreed to furnish 100 outfits free of charge for use in the local schools.

♦ A survey just made by N. W. Ayer & Son, Inc., school advertising specialists, shows that the present business conditions, while affecting a number of private preparatory schools, appear to have had no adverse effect upon the total enrollment in private educational institutions. The report estimates the enrollment in private schools, colleges, and other private educational institutions at 137,722, as compared with an enrollment of 136,531 last year. The schools which are more largely patronized than last year are the nurse-training schools, with an increase of 17 per cent, and the vocational schools, with 14 per cent. Of the total number of schools, 54 increased their rates this fall, and only 9 decreased them.

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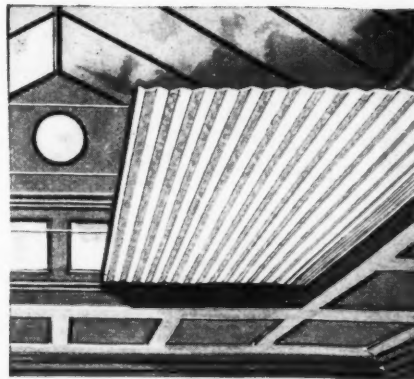


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Shades are trans-
lucent, shading
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Shades are ad-
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Mail the coupon for a copy of our new booklet, just off the press, telling about the 12 outstanding advantages of this new SANI-DRI, and why it is best for your school.

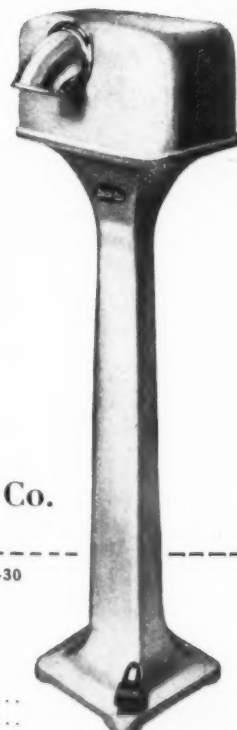
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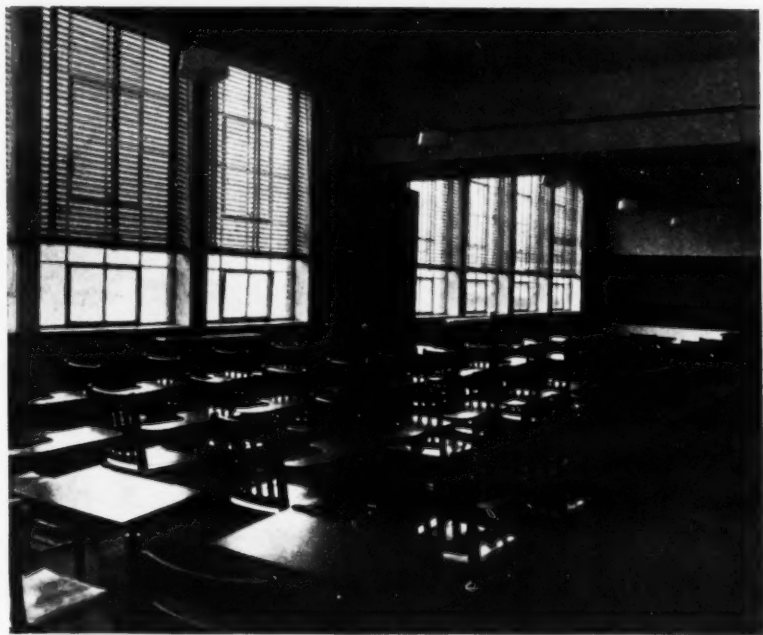
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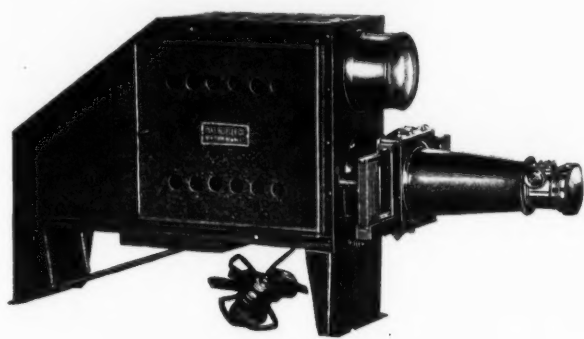
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AMONG BOARDS OF EDUCATION

♦ Sioux City, Iowa. The school board has ordered the superintendent to exclude from school attendance, all children found to be suffering from epilepsy.

♦ Mr. Clyde R. Miller, of Teachers College, New York, speaking recently before the school headquarters staff at Cleveland, Ohio, rapped the proposed pay-cut plan for the city schools. He urged that if it appears necessary to economize on the schools, then the saving should come from the buildings and by increasing the number of pupils to each teacher, rather than through any salary reduction.

♦ The school board of Cincinnati, Ohio, at a recent meeting, listened to suggestions for meeting the present unemployment situation in the city. The board was asked to approve a recommendation that the board cooperate in its building program with the committee on stabilization of employment, namely, in the employment of Cincinnati labor on local school-construction jobs, in a policy of half-time employment, and in obtaining labor through the cooperation of the public-welfare association.

♦ Piqua, Ohio. Beginning with November 1, the school board effected a change in the school hours. Under the new plan, school sessions start at nine o'clock each morning. The plan will continue until April 1, when the time will be changed back to 8:30. The change was made to obviate early openings during the cold weather.

♦ Rockford, Ill. A report on school-board service, prepared by the school-board officials, shows that since 1907, 62 different persons have served as school-board members. Judge R. K. Welsh was mentioned as having served as president for the greatest number of years. During the last 24 years, seven persons have been president of the board.

The average term for board-of-education president is slightly more than three years. Under an elective board plan, the term is only one year.

The maximum term for a board member is 11 years, and the minimum term is 1 year. During the 24 years of appointive boards, an average term of 4 years was established. Mr. Charles Lundgren was credited with the best service record of the 64

members who had served on the board during the 24 years. He was appointed a board member for a total of 11 years. Two years of service represented the most popular term during the 24 years. Fifteen members had served for 1 year, and 11 members for 3 years.

♦ Milwaukee, Wis. The school board has been asked to approve a resolution by Mr. W. C. Wehe, a director, asking for the enactment of a law giving the school board a legal department of its own, separate from the city attorney's department. Two years ago a similar resolution was defeated by the board, which resulted in the appointment of a member of the city attorney's staff to handle school legal matters.

♦ Minneapolis, Minn. The school board has adopted a new wage scale for labor, based on a \$5.20 daily minimum. The board also adopted a rule, specifying that men engaged on school projects must be residents of the city for at least six months prior to the time of employment.

♦ Chattanooga, Tenn. The education committee of the local chamber of commerce has prepared a bill, seeking to change the form of control for the city schools from a commissioner, to a board of several members. It will be necessary to revise the city charter in making the change.

♦ Pittsburgh, Pa. The electrical contractors' association has replied to charges contained in a report of the board of education, in which members of the association were alleged to be in collusion in failure to bid on school jobs. The criticism of the contractors' association came as a climax to a controversy over bids on electrical work in the schools. Mr. Walter Weberg, president of the contractors' association, in his reply, stated that not one fact cited by the school board could be used to support any charge of impropriety or illegality. The association was formed, he said, to stabilize the electrical industry.

♦ Duluth, Minn. The school board has determined to take steps toward the elimination of fraternities in the high schools. Secret societies in high schools are banned by law and by order of the board of education, but these organizations are known to exist and function, though not as openly as formerly.

♦ Virginia, Minn. The school board has adopted a resolution, permitting teachers to administer corporal punishment to unruly students, under certain conditions. Under the rules, the consent of the principal must be obtained before inflicting punishment. An adult witness, preferably a teacher must be present at the time the punishment is given.

♦ Madison, Wis. The school board has appointed a committee to make recommendations as to whether or not the soliciting of funds from school children ought to be prohibited.

♦ Racine, Wis. The city has won the first of a series of actions brought by the school board, when the court denied a writ of mandamus seeking to force the council to issue bonds for the erection of a school. The decision will be appealed to the supreme court of the state.

♦ New London, Conn. The school board has adopted a resolution, providing for the appointment of three standing committees in the interest of greater efficiency on the board. The committees will include budget and personnel, curriculum and textbooks, and health, recreation, and physical education. Another resolution requires that hygiene textbooks containing "propaganda" material be discontinued.

♦ Enterprise, Ala. The school board during the past year completed the remodeling of the elementary school, including a new heating system, modern toilets, and running water with drinking fountains. The auditorium was equipped with opera chairs and a complete system of stage lighting and scenery, and curtains. The room seats 800 persons and is suitable for use as a community center. The financing of the work was accomplished through the sale of \$45,000 in school warrants, which was adequate for the remodeling of this school and for improvements on a colored school.

♦ Halifax, Nova Scotia, Canada. During the school year 1929-30, a total of thirty new classrooms were completed and occupied. The school system reports an increase of more than 400 in school enrollment. All children are now on full time for the first time since 1917. The school board has taken up the matter of plans for the building of a vocational school.

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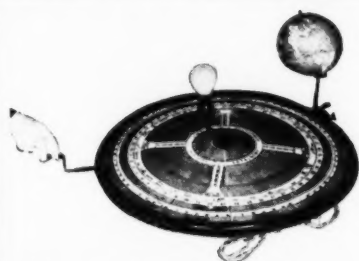
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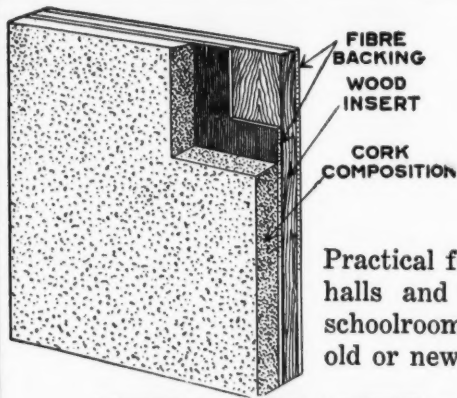
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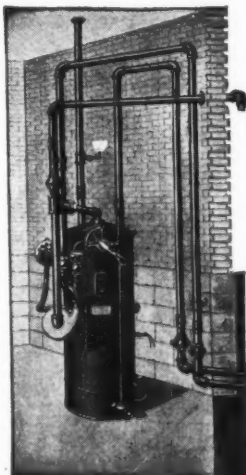
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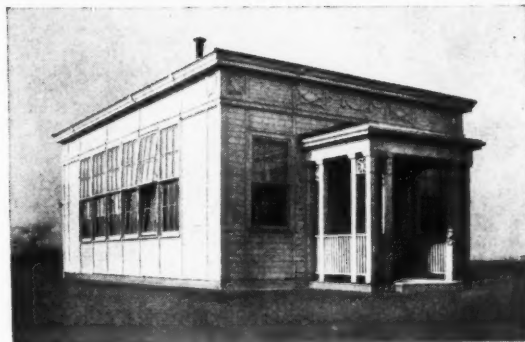
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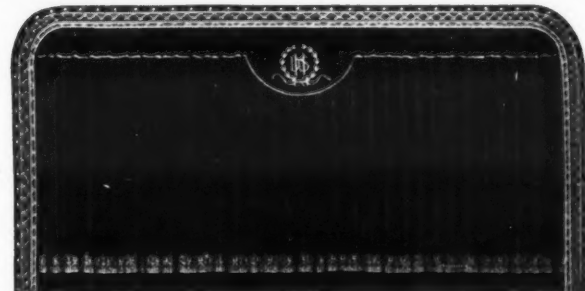
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Binney & Smith Co.
Flanagan Company, A.
National Crayon Co.
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Celotex Company, The

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Imperial Desk Company
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DIPLOMAS

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Dougherty & Sons, Inc., W. F.
Kewanee Mfg. Co.
Kimball Company, W. W.
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Bradley Company, Milton
Christiansen, C.
Kewanee Mfg. Company
Rowles Co., E. W. A.
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FENCES

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FILING SYSTEMS

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FIRE ESCAPES

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FLAGS

Annin & Co.

FLAG POLES

Biefeld & Company, Otto
Rowles Co., E. W. A.

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FLOOR FINISHES

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Continental Chemical Corporation
Eagle Soap Corporation
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Wis-Co-Lac Co., The

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Truscon Steel Company

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FLOOR TREATMENTS

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Eagle Soap Corporation
Midland Chemical Laboratories
Sonneborn Sons, L.

FLOOR TREATING COMPOUNDS

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FOLDING CHAIRS

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Peabody Seating Co.
Rastetter & Sons Co., Louis
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Columbia School Supply Company
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Kimball Company, W. W.
Kundts Company, The Theo.
Maple City Stamping Company
National School Equipment Co.
Peabody Seating Co.
Remington-Rand Business Service, Inc.
Rowles Co., E. W. A.
Royal Metal Mfg. Co.
Sheldon & Company, E. H.
Sjostrom Co., John E.
Stakmore Company
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Directory of Equipment and Supplies

(Continued from Page 122)

PANIC EXIT DEVICES

Potter Manufacturing Corp.
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North Western Steel Products Company
Truscon Steel Company

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TABLES

Kimball Company, W. W.
Mutschler Bros. Company
Remington-Rand Business Service, Inc.
Sheldon & Company, E. H.
Welch Mfg. Co., W. M.

TABLETS—BRONZE

Russell & Sons Co., Albert

TALKING MACHINES

RCA Victor Corporation

TEACHER AGENCIES

Natl. Association of Teacher Agencies
Teacher Agencies Directory

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Vogel Co., Joseph A.

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Athey Company, The

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Austral Window Company
Detroit Steel Products Company

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WINDOW SHADE ROLLERS

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WINDOW SHADES

Hartshorn Company, Stewart

WIRE GUARDS

Badger Wire & Iron Works

WINDINGS—REVERSIBLE

Austral Window Company

WINDINGS—STEEL

Detroit Steel Products Company

WIRE GUARDS

Badger Wire & Iron Works

WIRE GUARDS

Cyclone Fence Co.

WIRE GUARDS

Stewart Iron Works Co., The

ADVERTISERS' REFERENCE INDEX

Acme Scenic Studios.....121
American Abrasive Metals Co.....78
American Book Company.....121
American Builders, Inc.....121
American Crayon Company.....95
American Seating Company.....19
Anchor Post Fence Company.....82
Annis & Co.....119
Asbestos Buildings Company.....113
Athey Company.....115
Austral Window Company.....4th Cover
Automatic Electric, Inc.....71

Badger Wire & Iron Works.....28
Baritone Mfg. Company.....108
Beck & Sons Co., The Wm.....121
Berger Mfg. Company.....2
Beseler Company, Charles.....116
Biefeld & Company, Otto.....121
Binney & Smith Company.....103
Brown Company, The.....123
Bruce Publishing Company, The.....123
Buckeye Blower Co.....91
Burlington Venetian Blind Co.....116
Butler Manufacturing Company.....92

Carter Bloxmond Flooring Co.....65
Celotex Company, The.....16
Chicago Gymnasium Equipment Co.....92
Chicago Hardware Foundry Co.....115
Christiansen, C.....26
Churchill Manufacturing Company.....113
Circle A Products Corp.....90
Clarín Manufacturing Co.....24
Classified Wants.....120
Clow & Sons, James B.....11
Coldwell Lawn Mower Company.....6
Columbia Mills, Inc.....9
Columbia School Supply Co.....27
Congoleum-Nairn, Inc.....67
Continental Chemical Corp.....81
Crane Co.....128
Cyclone Fence Company.....6

Dayton Safety Ladder Co., The.....117
DeVilbiss Company, The.....12
Dick Co., A. B.....99
Dougherty & Sons, Inc., W. F.....115
Draper Shade Co., Luther O.....119
Dudley Lock Corporation, The.....197
Durabilt Steel Locker Co.....85

Eagle Soap Corporation.....12
Evans, W. L.....28
Eveleth Mfg. Company.....119

Federation of Mutual Fire Insurance
Companies.....127

Finnell System, Inc.....3rd Cover
Forse Manufacturing Co.....121
Gillis & Geoghegan.....89
Gregg Publishing Company.....97
Harris Brothers Co.....111
Hartshorn Company, Stewart.....76
Heggie Simplex Boiler Co.....105
Heywood-Wakefield Co.....105
Hild Floor Machine Co.....97
Hokden Patent Book Cover Co.....93
Houghton Mifflin Company.....96

Ideal Ventilator Co.....115
Internat'l Business Machines Corp.....197

Johnson Service Company.....7
Johnson & Son, S. C.....77
Kawneer Company, The.....8
Kenney Bros. and Wolkins.....29
Kewanee Boiler Corp.....3
Kewanee Mfg. Company.....18
Keystone View Company.....102
Kimball Company, W. W.....102
K-M Supply Company.....102
Kundtz Co., The Theodor.....23

Laidlaw Brothers.....97
Leitz, Inc., E.....109
Lyon Metal Products, Inc.....20
Maple City Stamping Company.....22
Matthews Gas Machine Co.....121
Merriam Co., G. & C.....97
Miller Keyless Lock Co., The J. B.....120
Mohawk Slate Machine Co.....112
Multi-Selecto Phonograph, Inc.....106
Murphy-Davis Signal Co.....110
Mutschler Bros. Company.....20

Naragansett Machine Co.....114
Nash Engineering Co.....30
National Crayon Company.....27
National School Equipment Co.....21
National Vulcanized Fibre Co.....18
Natural Slate Blackboard Co.....1
N. Y. Silicate Book Slate Co.....120
North Electric Mfg. Co., The.....74
Northern Corrugating Co.....29
Norton Company.....66
Novelty Scenic Studios.....116

Oakite Products, Inc.....80

Park, Winton & True Co.....110
Peabody Seating Co., The.....25
Peerless Unit Ventilation Co.....79
Peterson & Co., Leonard.....98
Pittsburgh-Des Moines Steel Co.....93
Potter Manufacturing Corp.....113
Premier Engraving Co.....116

Professional School Service
Directory.....118

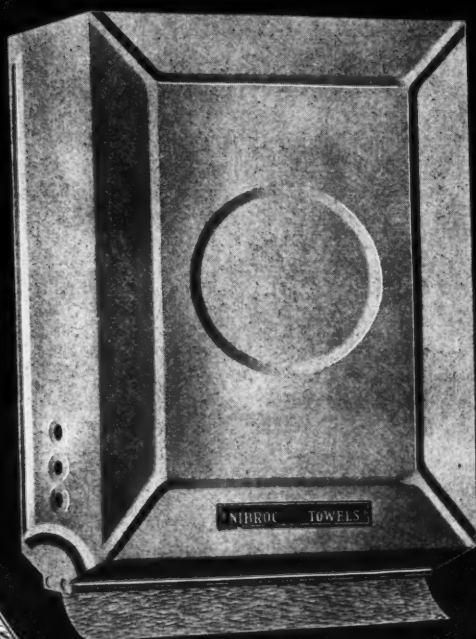
Radio Receptor Company, Inc.....16
Rastetter & Sons Co., Louis.....26
Remington Rand Business Service,
Inc.....101
Roddiss Lumber & Veneer Co.....69
Royal Metal Mfg. Company.....24
Rundle-Spence Mfg. Co.....10
Russell & Sons Co., Albert.....120

Sanford Manufacturing Company.....28
Sani Products Company.....82
Sanymetal Products Company.....10
School Architects Directory.....14 & 15
School Buyers' Shopping Guide.....120
Sengbusch Self-Closing Inkstand Co. 18
Sheldon & Company, E. H.....100
Singer Sewing Machine Co.....102
Solar-Sturges Mfg. Co.....83
Sonneborn Sons, L.....12
Spencer Lens Company.....16
Standard Blackboard Co.....121
Standard Electric Time Co., The.....32
Standard Manufacturing Co., The.....26
Steffens-Amberg Company.....8
Stewart Iron Works Co., The.....92
Sturtevant Company, B. F.....87

Tannewitz Works, The.....121
Taylor Company, Halsey W.....86
Teacher Agencies.....118
Tiffin Scenic Studios.....119
Trans-Lux Daylight Picture Screen
Corp.....109
Tucker Duck & Rubber Co.....29
Twin City Scenic Co.....110

U. S. Gypsum Co.....75
U. S. Inkwell Company.....24
Universal Scenic Studio, Inc.....119
Universal Window Company.....68

Valleyco Company, The.....27
Vogel Company, Joseph A.....2nd Cover
Volland Scenic Studios, Inc.....120
Vonnegut Hardware Co.....4
Vortex Mfg. Co.....13
Wallace & Tiernan, Inc.....73
Wayne Iron Works.....114
Weiss & Sons, I.....88
Weiss & Sons, I.....119
Welch Manufacturing Co., W. M.....107
Western Electric Company.....70
Williams Pivot Sash Co., The.....70
Wilson Corp., Jas. G.....22
Wis-Co-Lac Company.....72



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PERSONAL NEWS

Death of Mr. Callahan. Mr. Michael J. Callahan, president of the Peerless Unit Ventilation Company, Inc., of Bridgeport, Conn., died at his home in Unquowa Hill, New York City, on Sunday, October 19, after an illness of several weeks. He was 55 years of age.

As a boy of 6 years, Mr. Callahan came to America from Ireland, with his parents, the family taking up its residence in New York City. After completing his education in the New York City schools, he entered upon his life's work, the field of heating and ventilation. Completing an apprenticeship in the heating and plumbing trades, he became superintendent of large jobs, which took him throughout the country, where he installed heating and power plants. At an early age, he went into business for himself, and the M. J. Callahan Company, which he founded, became widely known in its field.

In 1915, Mr. Callahan, in association with Arthur V. Dear-den, then of New York, established the Peerless Unit Ventilator Company. Their heating and ventilation units, which were applicable to schools and large buildings, won instant recognition. The business which was first located in Long Island City, gradually extended, until about three years ago, it was moved to a new and larger plant in Bridgeport, Conn.

Mr. Callahan's standing in his own particular line was universally recognized. He was an indefatigable worker, with a dynamic personality, which indelibly impressed his associates. He was an active member of the American Society of Heating and Ventilating Engineers, the Fan Manufacturers' Association, and the Unit Heaters' Manufacturing Association.

Mr. Callahan is survived by his widow, A. Loretta Callahan, and three children, Anna Marie, Loretta, and Joan. The funeral was held in New York City on October 22, with interment in Calvary Cemetery.

Mr. Warner Passes On. The many friends of Mr. B. S. Warner will be grieved to learn of his passing in Seattle, Washington, October 13, 1930. Mr. Warner was a true educator and had a wide circle of friends in the educational circles of this country. In his younger life he was principal of the schools of Blairstown, New Jersey, and later became interested in the sale and publication of textbooks.

Mr. Warner was associated with Silver, Burdett & Company, Newson and Company, and since 1919 was western manager of the John C. Winston Company. His many friends will always remember his genial smile, his loyalty and his valiant work in promoting the educational interests of the schools.

Bartley Schuster Warner was born in Sussex county, New Jersey, on May 3, 1867. He is survived by a wife, Stella Smith Warner, and three children, Gray, Robert, and Edith Warner.

TRADE PUBLICATIONS

Light-Reflection Value of Color in Paint. The New Jersey Zinc Company, of New York City, has issued an 18-page booklet, in which it reports the latest official research to determine the light-reflection value of interior surfaces for an economical period of time, and to provide a guide for the selection of color tints which have comparatively good light-reflection properties. It is brought out that, in the selection of these tints, careful guidance is needed from fairly positive psychological findings.

New Kewanee Boiler Catalog. The Kewanee Boiler Corporation, of Kewanee, Illinois, has issued its new Catalog No. 90, describing and illustrating the portable up-draft and down-draft smokeless boilers for school heating plants.

The catalog contains complete specifications and working drawings for the use of architects. Complete information may be obtained by any architect or school official upon request.



MR. MICHAEL J. CALLAHAN

Sturtevant Company Completes 66 Years of Progress and Achievement. The B. F. Sturtevant Company, of Hyde Park, Boston, Mass., has issued an attractive brochure of eight pages, entitled *An Air Castle*, which offers a brief sketch of the history of the firm from 1864 to 1930, and tells in a romantic way, the development of the unit-heater ventilator idea, its achievements, and its progress through the 66 years of the existence of the company. Today, the Sturtevant equipment is universally known and used for heating, ventilating, air conditioning, suction cleaning, fuel economizing, and generating.

The firm which has its main office and works in Hyde Park, Boston, has plants in five cities, and maintains a large engineering force in the principal cities.

New Bausch & Lomb Overhead Projector. The Bausch & Lomb Optical Company, of Rochester, New York, has announced a new overhead projector, which offers several advantages over the ordinary types of projection equipment. The lecturer faces his audience, either sitting or standing, and is enabled to operate his own machine, without the services of an assistant.

With the new projector, the image is thrown upward and over the operator's hand. The screen which hangs at an angle, is placed above and at the rear of the operator. The slides are inserted right side up, so that the operator can see them exactly as does the audience. Special features in the picture may be pointed out on the slide with the aid of a pencil, making the use of a pointer unnecessary. In addition to the complete overhead projector unit, the equipment includes an overhead attachment which may be used on several models, thus making a regular overhead equipment of any model.

Complete information and prices may be obtained by any school official or instructor upon request.

New Bradley 5-in-A Group Shower. The Bradley Washfountain Company, of Milwaukee, Wis., manufacturers of Bradley group washing fixtures, has announced a new shower bath—the 5-in-A Group shower.

The shower, which accommodates five users, is circular in shape, and contains a number of improvements in design and construction. It has a new-type shower head, low water consumption, and protection against clogging through a Monel-metal wire screen placed in the shower head. A new mixing chamber in the central standard permits the tempering of water at any pressure. The valves which are placed in each of the five compartments, operate independently of each other. A new type of reservoir construction minimizes the danger of sudden changes in water temperature when an adjacent valve is opened.

The fixture is constructed to withstand wear and is lacquered in green Duco finish. The shower is completely piped at the factory and requires only three connections on the job, the hot and cold supply lines and the drain. A slight pitch in the finish floor eliminates the use of receptors and allows the water to be carried down the central drain. The installation of a unit can be made in a very short time.

Complete information and prices of this new Bradley product may be obtained from the firm by any school official.

Plays Broadcasted. The National Broadcasting Company, of New York City, on November 7, inaugurated a 26-week series of educational broadcasts, embracing the outstanding plays of all times, with the leading rôles enacted by the actors or actresses making the plays famous. Each play in the series will occupy one hour of time. Among the plays to be presented are Shakespeare's Julius Caesar, Twelfth Night, The Melting Pot, Romeo and Juliet, Hamlet, etc.

RECENT CHANGES IN BUSINESS

Higgins Purchases Davids Sealing Wax. Charles M. Higgins & Company, Inc., of Chicago, Ill., manufacturers of drawing inks and adhesives, have announced the purchase of Davids sealing wax, the product of America's oldest established sealing wax manufacturer. The Davids Company constituting a wholly owned subsidiary company, will operate as usual. Orders may be sent to Davids Bros., at 213 Center St., New York, or to Charles M. Higgins Co., at 271 Ninth St., Brooklyn, N. Y.

Johnson Moves Boston Office. The Johnson Service Company, of Milwaukee, Wis., has announced the removal of their Boston office to their new building at 20 Winchester Street.



A COUNTY SUPERINTENDENT GIVES ADVICE

The Ohio state educational department has published a bulletin prepared by S. B. Racey, a county superintendent, in which he counsels his fellow superintendents and teachers. Here are a few extracts from the bulletin:

"Sit and listen, as the recitation proceeds, with a show of impatient tolerance. Look sorrowfully wise and charitably gracious, whatever that means. It might be well at this juncture to shake the head, but be sure to accompany the shake with a look—oh, we might say, 'a countenance more in sorrow than in anger.' This is in order that you may impress everyone with your superior wisdom, so very superior that you can afford to be charitable.

"When you talk to the children do not use their vocabulary. Somehow they might get the idea that you don't know much, if you should attempt to confine yourself to the language they can comprehend. Have recourse to a heterogeneous conglomeration of all the incomprehensible phraseology that the most gifted postprandial speaker could conceive of without regard to its superability for the children. Yes, you don't need to understand it even yourself. I am not quite sure I understand that last sentence myself, but it sounded very impressive did it not? Then you get me, which is slang, but to the point. Talk in Greek or some other dead language. Always keep in mind that you are to impress with your importance. Keep in stock an abundant stock of capital I's.

"Dear superintendents and principals, follow the foregoing advice to the letter, or even the spirit of it, and I assure you that your teachers and the children will always be glad and happy to see you—Go."

SCHOOLBOY HOWLERS

Collected by H. Ainsworth

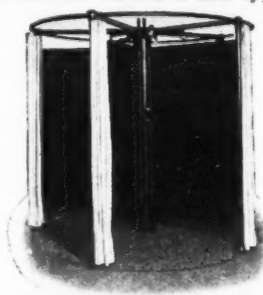
A prospectus is a man who finds gold.
Sotto voce—in a drunken voice.
Les oiseaux chantaient dans les arbres—The oysters were swinging in the trees.
Pas de deux—Father of twins.
Le lion se mit à rugir—the lion began to blush.
A quotation is an answer to a division sum.
E.g.—Egg sample.
Infra dig—in lodgings.
Letters in sloping type are hysterics.
Noah's wife was Joan of Arc.
The Israelites made a golden calf because they hadn't got enough gold to make a cow.
When Moses died, Joshua was his predecessor.
Solomon had 300 wives and 700 cucumbers.
The Pharisees were bad people who used to wash.
Ladies wear oyster feathers in their hats.
Christians are only allowed one wife—This is called monotony.
What is dusk? Little bits of stuff that fly about in the air.
Cheese is butter gone bad.
Dust is mud with the juice squeezed out.
Snoring is letting off sleep.
A fan is a thing you brush the warm off with.
A "lock-out" is a man who comes home late.
Petroleum is what you cover floors with.
All the crew were taken into custody.

Static Geography

Teacher: "Willie, where's Toronto?"
Willie: "Right between Davenport and Pittsburgh."
Teacher: "Where did you get that answer?"
Willie: "On our radio set."

Flourishing Industries

Teacher: "What is Boston noted for?"
Johnny: "Boots and shoes."
Teacher: "Correct. And Chicago?"
Johnny: "Shoots and booze."



Bradley 5-in-A Group Shower



A night alarm in
the late fifties

Ounces of Prevention Tons of Saving

BENJAMIN FRANKLIN, in his famous "Poor Richard" proverb, underestimated the value of "an ounce of prevention." When it happens to be an ounce of fire prevention, such an ounce is worth not only "a pound of cure" but a great many pounds of property owners' dollars.

Here is the way it works. When a group of property owners, insured in a *mutual* fire insurance corporation, exercise care to prevent fire, the reduced fire losses benefit every policyholder directly.

And the reason for this is that the saving effected by a mutual company is passed on to the *policyholders*, in annual dividends.

A mutual company is owned by its policyholders and operated for their good exclusively.

The dividend savings received each year by mutual fire policyholders run into many millions of dollars.

To the individual property owner it means a saving of 20% or more on the cost of his fire insurance.

The mutual plan of fire insurance, and it is the oldest plan in operation, is outlined and explained in an interesting booklet, available on request. Address Mutual Fire Insurance, Room 2202-C, 180 North Michigan Avenue, Chicago, Illinois.

An Unparalleled Record

75 leading, legal reserve companies under State supervision constitute the Federation of Mutual Fire Insurance Companies. The oldest Federation company was founded in 1752. Five others are more than 100 years old.

Of the remaining companies—

9 are between 75 and 100 years old
10 are between 50 and 75 years old
30 are between 25 and 50 years old
20 are between 10 and 25 years old

The Federation companies are protecting property to the extent of six billion dollars—have assets in excess of ninety million dollars—have returned to policyholders savings of more than one hundred and thirty millions of dollars.

Mutual Fire Insurance

FEDERATION OF MUTUAL FIRE
INSURANCE COMPANIES



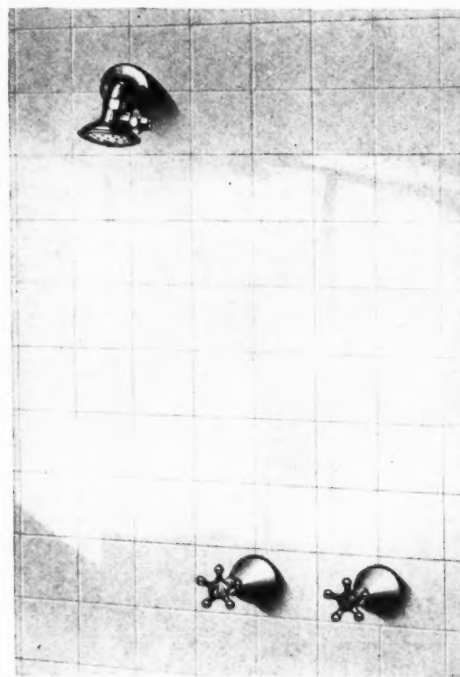
1855 • SEVENTY-FIFTH ANNIVERSARY • 1930

“Youth can’t be
careful,”... so Crane
engineers were
careful for it

Specialists in building needs for physical education of youth... heads of the Engineering Department of the Y. M. C. A. Architectural Bureau... came to Crane engineers.

“Youth at play can’t be careful,” they said. “Shower equipment in club and school buildings should be more rugged at certain points where trouble now develops.”

That was the beginning of the new Crane Y. M. C. A. shower C-4408, especially built to meet needs of schools, clubs, and public wash rooms. Every weak point that experience of schools and Y. M. C. A.’s has disclosed in past showers has been



Crane C-4408 Y. M. C. A. Shower. In its design, all the faults of showers used in school and club buildings have been corrected

strengthened. It has been built to endure, even against hard usage.

To co-operate with architects and engineers of schools and other specialized buildings and produce materials exactly adapted to their needs is a fixed policy of Crane Co. It accounts for the completeness and quality of Crane materials which meet every school plumbing, heating, and piping need. Let our School Plumbing Advisory Service work with your architects and officials in selecting exactly the materials your school needs.

Valves



CRANE



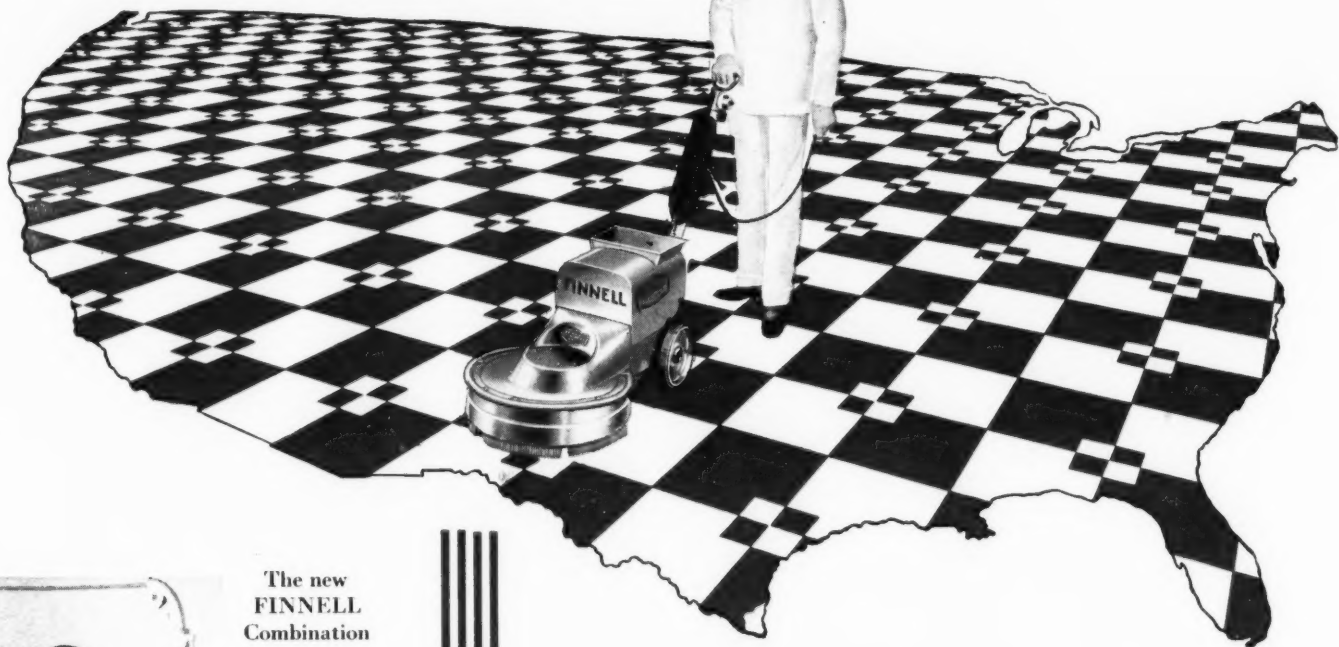
Fittings

CRANE CO., GENERAL OFFICES: 836 S. MICHIGAN AVE., CHICAGO

NEW YORK OFFICES: 23 W. 44TH STREET

Branches and Sales Offices in One Hundred and Ninety-six Cities

FINNELL SERVICE



The new FINNELL Combination

Scrubs faster than one can mop. Cleaner floors at lower cost than mopping. Scrubs and picks up water in one operation.

Covers the Country

More than one hundred active, trained representatives, operating out of over sixty principal cities of the United States, render service to users of FINNELL Floor Machines.

One of these men can be in your place within a few hours. Each is skilled in the knowledge of the various types of floor surface, in the treatment best adapted to each floor, and the best method of applying it.

Free Advisory Service

If you have just built a new school, secure the benefit of this consultative service before the building is opened for use. Find out what is best to beautify and to preserve the new floors. A right start will go a long way toward keeping them always beautiful and new looking.

In older buildings, the same service is available to determine what process is best adapted to restore the freshness, cleanness and beauty of floors, and the best method of keeping them up.

FINNELL machines are incidental to this service, but, of course, any method of caring for floors is aided with a FINNELL. True economy may indicate a complete FINNELL System,—large scrubbers or combination scrubber and water absorber for open and extensive areas, smaller scrubber-polishers for the enclosed and crowded spaces. Whatever you need for best results and the greatest time and labor saving, FINNELL representatives can recommend it and demonstrate it.

We shall be glad to send you complete information on the various units. Just tell us approximately the size of your School System, its floor area and kind of floor. Or, an accurate survey by a competent FINNELL floor maintenance specialist will cost you nothing and obligate you in no way. Address FINNELL SYSTEM, INC., 812 East Street, Elkhart, Ind. Factories: Elkhart, Ind., and Hannibal, Mo.

FINNELL

Est. 1906

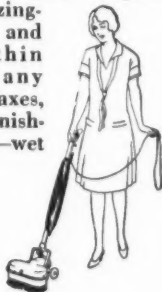
ELECTRIC FLOOR MACHINE

A Size for Every Purpose

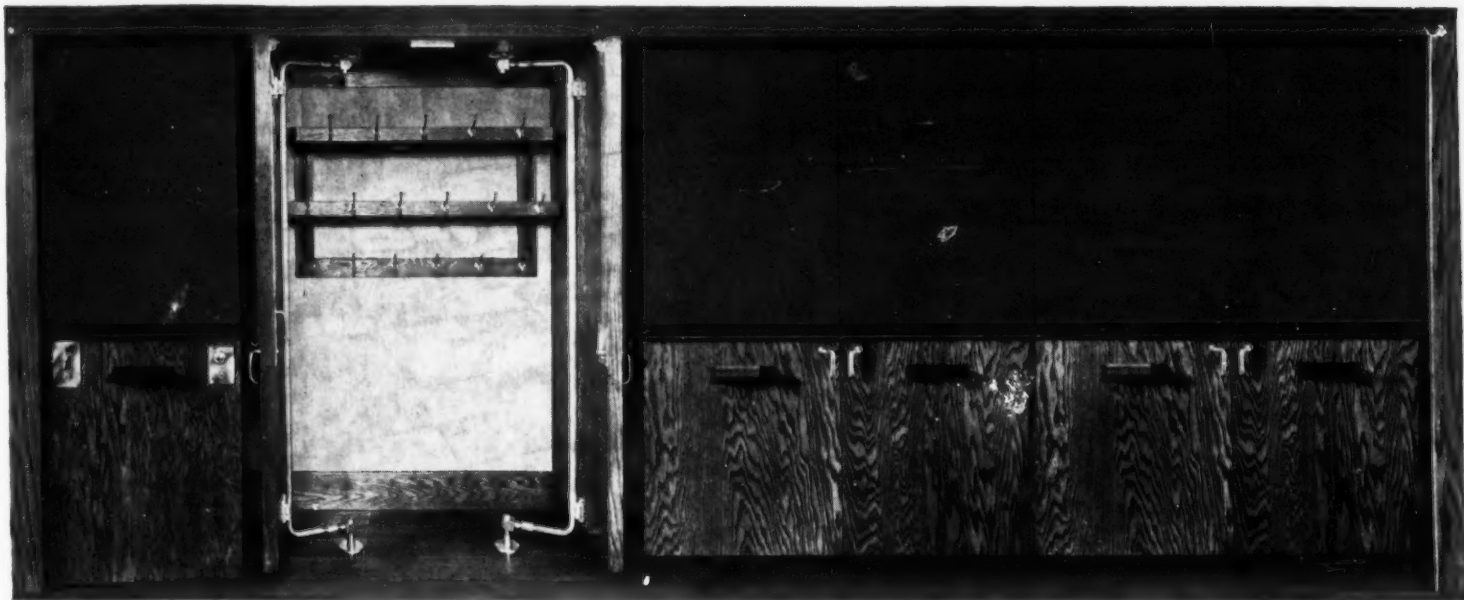
The FINNELL scrubs and polishes—electrically, exerting from 35 to 60 pounds pressure on the brushes (depending upon the size of the machine). Clean water is provided for every square inch of floor space and the brushes dig down beneath surface dirt until every particle is routed, even from between the cracks and crevices.

Use a FINNELL in your home, too!

This is the FINNELL for home use. Light, compact, speedy, amazingly efficient, and priced within reach of any purse. Waxes, polishes, finishes, scrubs—wet or dry.



IT WAXES - IT POLISHES - IT FINISHES - IT SCRUBS



AUSTRAL *MULTI UNIT* SCHOOL WARDROBE

The AUSTRAL WINDOW has been adjudged an essential element in any system of **natural ventilation** that is to adequately meet expectations.

So too, the AUSTRAL MULTI-UNIT SCHOOL WARDROBE.

Together, these two represent the most modern development for healthful and economical ventilation.

"Austral" Window construction permits the entry of fresh air from outdoors, directed up toward the ceiling, (avoiding contact with the pupil and danger of draft) combining with the heated air from the radiators and is diffused through the room, from whence it passes under the wardrobe doors and is vented out through an aperture in the top of the wardrobe which connects with vertical ducts.

In the design and construction of the AUSTRAL MULTI-UNIT SCHOOL WARDROBE special attention has been directed to its use in combination with the AUSTRAL WINDOW for a distinctively superior and perfected ventilating service,—it is built to the job.

IF YOU HAVE NOT ALREADY TURNED TO NATURAL VENTILATION—CONSIDER ITS ADVANTAGES WITH "AUSTRAL" EQUIPMENT:

-a 100% system of ventilation.
-2% saving in construction cost of building.
-Approximately 20% reduction in heating installation.
-Total saving approximately \$40,000 in new construction for a typical high school.
-No costly mechanical equipment lying idle or improperly used with resulting inefficiency.
-No maintenance costs—no repairs.
-Greater light area (Narrow Mullions).
-Absolute control of light.
-Garments in wardrobe quickly dried.
-Fresh air, when and as desired, in all weather conditions, **without drafts.**

**Send For Your Copy of New Facts on
"What Price Ventilation".**

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